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ABSTRACT

This annotated bibliography includes 528 items of research or investigation in adult education, mostly dated from 1971-1972. They cover adult learning characteristics, program planning and administration, learning environments, instructional methods, curriculum materials and instructional devices, personnel and staffing, education of particular groups, program areas, professional and technical continuing education, management and supervisory development, labor education, occupational training, institutional sponsors, and international perspectives in adult education. An abstract is provided for each item. Included is an author index. In addition, an order blank for the ERIC Document Reproduction Service is provided. (Author/KM)

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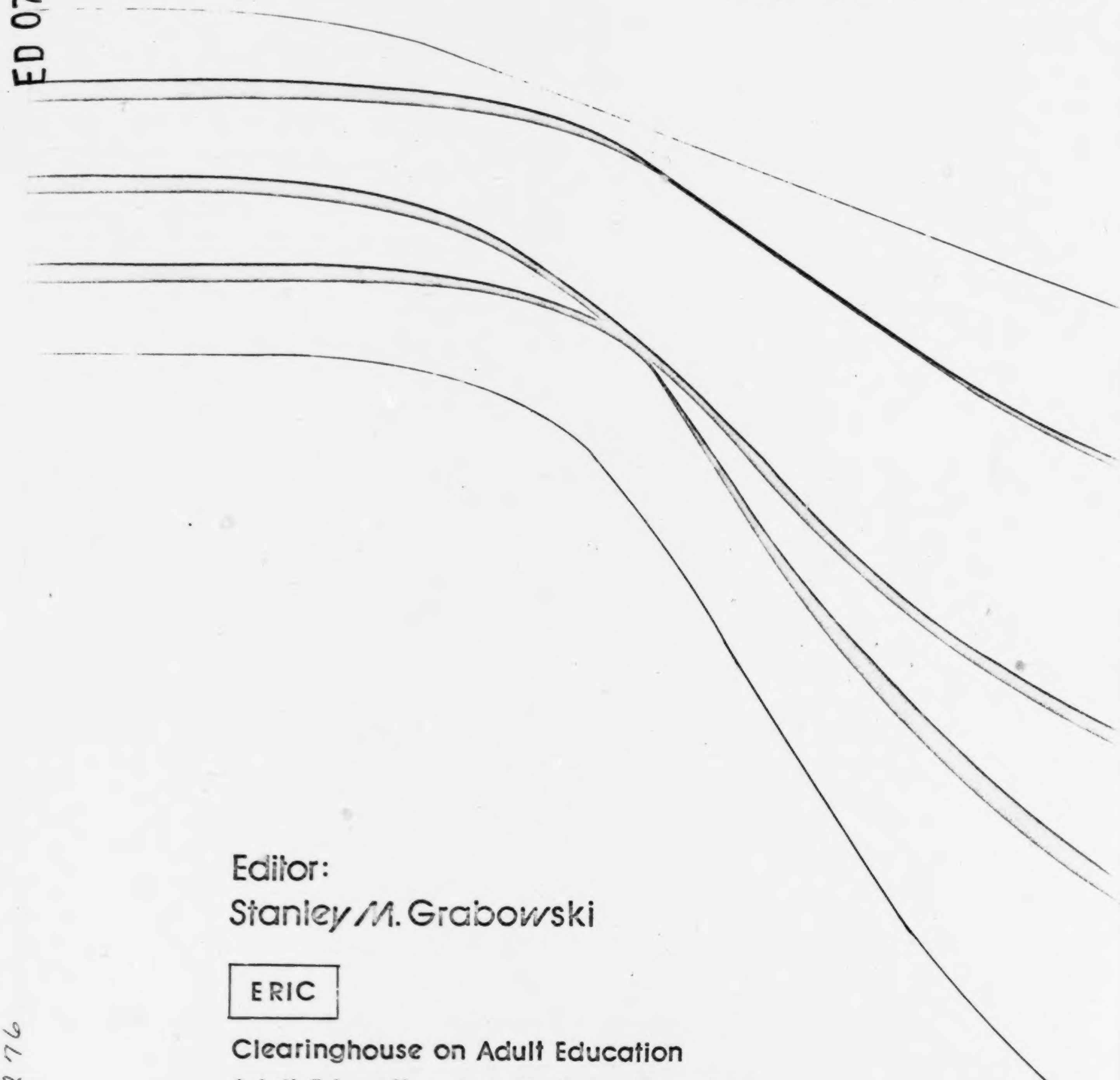
RESEARCH AND INVESTIGATION IN ADULT EDUCATION

1972 ANNUAL REGISTER



Editor:
Stanley M. Grabowski

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An annotated bibliography including 528 items of research or investigation in adult education, mostly dated from 1971-1972. They cover adult learning characteristics, program planning and administration, learning environments, instructional methods, curriculum materials and instructional devices, personnel and staffing, education of particular groups, program ateas, professional and technical continuing education, management and supervisory development, labor education, occupational training, institutional sponsors, and international perspectives in adult education. Included is an author index. In addition, there is an order blank for the ERIC Document Reproduction Service.

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INTRODUCTION

This is the eighteenth annual compilation of research and data gathering investigations in adult education. From 1955 through 1967, each Summer issue of Adult Education carried the review. In 1968 it became a separate publication of the Adult Education Association of the U.S.A. in cooperation with the ERIC Clearinghouse on Adult Education.

This volume contains 528 entries, somewhat less that the last few compilations. One reason for this is the almost complete elimination of doctoral dissertations from this volume. This decision was made to keep this volume manageable in size and cost, especially since the dissertations are now being compiled in a separate series published by A.E.A.

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January 1973

Stanley M. Grabowski
Director
ERIC Clearinghouse on Adult Education

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0000 INFORMATION SOURCES

0010 General Bibliographies

1 RESEARCH ON NON-FORMAL EDUCATION: AN ANNOTATED BIBLIOGRAPHY OF BIBLIOGRAPHIES. Paulston, Rolland G. Pittsburgh University. School of Education. 1972. 28 p. EDRS (ED 057 337), MF $.65, HC $3.29.

This selected bibliography is an annotated compilation of 62 bibliographies, directories, and related reference works on various aspects of educational programs in the non-formal, or non-school, educational sector. Items included have been identified at the Hillman Library and at the International and Development Education Clearing House of the University of Pittsburgh.

2 RESEARCH AND INVESTIGATION IN ADULT EDUCATION: 1971 ANNUAL REGISTER. Grabowski, Stanley M., Ed. Adult Education Association of U.S.A., Washington, D.C.; Syracuse University, ERIC Clearinghouse on Adult Education. 1971. 348 p. EDRS (ED 056 263), MF $.65, HC $13.16. Also available from the Adult Education Association of the U.S.A., 810 18th St., N.W., Washington, D.C. 20006 ($7.00)

An annotated bibliography, this publication includes 578 items of research or investigation in adult education, most of which are dated 1970 or 1971. They cover adult learning characteristics, program planning and administration, learning environments, instructional methods, curriculum materials and instructional devices, personnel and staffing, education of particular groups, program areas, professional and technical continuing education, management and supervisory development, labor education, occupational training, institutional sponsors, and international perspectives in adult education. Included is an author index, a note on availability of the documents, an order blank for the ERIC Document Reproduction Service, and a listing of other publications of the ERIC Clearinghouse on Adult Education.

3 BIBLIOGRAPHY OF PUBLICATIONS, AS OF 30 JUNE 1971. HUMAN RESOURCES RESEARCH ORGANIZATION. Human Resources Research Organization, Alexandria, Va. Sept. 1971. 354 p. EDRS (ED 060 440), MF $.65, HC $13.16.

This bibliography of HumRRO publications has been compiled to provide as complete information as is feasible about that organization's research publications and products. The bibliography has been organized into three main parts, the first of which is the list of FY 1971 items. Part I also includes a supplementary listing of publications and presentations from earlier years that were issued in the HumRRO Professional Paper series during FY 1971. Part II is a cumulative listing of all material (except a few classified items) that has been published by HumRRO since its inception, including that published in FY 1971. Part III is a separate listing of research and development products and experimental materials. An appendix lists HumRRO reports in the numbered series according to both the current and earlier reporting categories, and papers in the numbered Professional Paper series. Three indexes are included: author, sponsor, and a key-word-out-of-context (KWOC) index.

0015 Major Subject Bibliographies

4 BIBLIOGRAPHY OF BRITISH TECHNOLOGICAL EDUCATION AND TRAINING. Heywood, John (Brunel Further Education Monographs, 3). Available from Hutchinson Educational, Ltd., 3 Fitzroy Square, London W.1. England. 1971. 155 p.

Opening with an explanatory introduction and some supplementary citations, this annotated bibliography covers documents from Great Britain and elsewhere, including abstracts, bibliographies, research reviews, training regulations, policy issues, and other information relevant to the supply, demand, and preparation of qualified scientists and technologiests.

0100 PHILOSOPHY, POLICIES, GENERAL OBJECTIVES

5 EDUCATIONAL PHILOSOPHY OF A GROUP OF PROFESSIONAL ADULT EDUCATORS. Hole, Wanda Ruth Clements. Arizona State University. Ph.D Thesis. 1970. 136 p. University Microfilms (No. 70-21,960).

The present study identified differing philosophies of adult education, ascertained the personal educational philosophy of persons holding a doctorate in adult education, and described the relationship between educational philosophy and selected variables. Three distinct philosophies were uncovered in the literature: traditional (academic), progressive, and community. A checklist covering these three orientations was sent, along with a general information sheet, to 552 holders of doctorates. As a group, the respondents tended to agree most closely with the community philosophy. This occurred regardless of present age, year and age when the doctorate was awarded, membership or nonmembership in professional adult education organizations, type of baccalaureate degree, type of master's degree, or years of experience in the field of adult education. A slight difference in educational philosophy was noted when respondents were grouped according to universities from which doctorates had been received.

6 THE WRITINGS OF ERICH FROMM AND THEIR IMPLICATIONS FOR ADULT EDUCATION. Sahlin, Clarence Joseph. Indiana University. 1970. 405 p. University Microfilms.

The author analyzed the writings of Erich Fromm in order to uncover implications for understanding adult characteristics, enhancing adult learning, determining appropriate adult education goals and philosophical concepts, and creating programs for adult learners. Attention was directed toward Fromm's ideas concerning the essence of man, freedom, humanism, and society; basic physical and psychological needs of man; the character of man, with its resulting problems of alienation; the positive and negative aspects of freedom; the ethics of humanism; and the nature of a sane society. Some of the major implications were: (1) adults must be viewed in the midst of their existential involvement and in terms of basic characteristics and needs; (2) educators must involve adults in a social setting in order to understand them; (3) the innate need for productivity must be recognized; (4) adult learners must be helped to achieve awareness and a sense of freedom; (5) learning should focus on genuine adult needs; (6) adult education should encourage adults to see that man is the measure of all things; (7) adult educators must work toward a society that manifests humanistic and communal tendencies; (8) an adult educator should understand himself as he helps adults develop meaningful programs.

See also: 0350 Studies and planning -- national level.

Related: 0150 Legislation; 0900 Adult education as profession and field of study.

0150 LEGISLATION

7 LEGISLATIVE DIMENSIONS OF THE NEW CAREERS PROGRAM: 1970. Nixon, R. A. New York University, Center for the Study of the Unemployed. 1970. 33 p. EDRS (ED 051 443), MF $.65, HC $3.29.

Plans for the development of New Careers nonprofessional public service employment are now a major element in all manpower and human service programs. This new stage in the developing New Careers program is defined by a variety of factors. Specific New Careers program amendments were added in 1968 to the various laws enacted by the 90th Congress. Major new administrative actions have been taken to extend and apply New Careers manpower and human service concepts. The Department of Labor has announced a new manpower program. In some still pending legislation, the New Careers program will need to be added. Legislation enacted so far and described in this booklet relates to economic opportunity, all levels of education, health, welfare, government employment, and general manpower. It is concluded that legislative opportunities for advancing the New Careers program are numerous and great. The variety of the legislative areas to which the New Careers program relates gives a great opportunity for increased appreciation and application of the program.

Related: 0100 Philosophy, Policies, General Objectives.

0175 FINANCE COSTS

8 COST-BENEFIT ANALYSIS AND THE ECONOMICS OF INVESTMENT IN HUMAN RESOURCES. Wood, W. D.; Campbell, H. F. Industrial Relations Center, Queen's University, Kingston, Ontario. Series No. 5. 1970. 211 p.

This is a selective bibliography of 389 recent items about the theory and practice of cost-benefit analysis. Most are articles or monographes, but books have also been included. The first four headings are largely theoretical (185 items): human capital, theory and application of cost-benefit analysis, theoretical problems in measuring benefits and costs, and investment criteria and the social discount rate. The remaining 204 items are classified under the headings: schooling (60), training, retraining and mobility (106), health (20), and poverty and social welfare (18). There are annotations and an index of authors.

9 COST-BENEFIT ANALYSIS AND THE ADULT EDUCATOR: A LITERATURE REVIEW. Steele, Sara M. Adult Education Association of U.S.A., Washington, D. C.; Syracuse University, ERIC Clearinghouse on Adult Education. July 1971. 34 p. EDRS (ED 056 287), MF $.65, HC $3.29.

In order to determine the value of cost-benefit analysis to adult educators, this paper discusses the concepts involved and how they are being operationalized in adult education. The specific technique is discussed within the general framework of systems approach. A survey of current usage reveals that it has thus far been limited primarily to programs which lend themselves to achieving economic outputs and programs which are closely associated with industry. The final section of the paper concludes that while cost-benefit analysis can be of usefulness in adult education, a more general input-output analysis would be more useful because of its flexibility in dealing with human variables within an educational system. A 68-item bibliography is included.

10 FINANZIERUNGSALTERNATIVEN DER BERUFLICHEN AUS- UND WEITERBILDUNG (THE ALTERNATIVES IN FINANCING INITIAL VOCATIONAL TRAINING AND FURTHER TRAINING). Oberhauser, A. Available from Ernst Klett Verlag, Stuttgart, West Germany (Deutscher Bildungsrat, Gutachten und Studien der Bildungskommission, Band 15). 1970. 48 p.

This study considered the advantages and disadvantages of individuals, industry, and the Federal government as alternative means of financing vocational and further training in West Germany. Several major conclusions were reached. (1) Since training costs include income foregone and various other individual sacrifices as well as the cost of teaching staff, equipment, and other investments, potential trainees should be relieved of some of these burdens. (2) A system of prefinancing by loans would be satisfactory only for certain costly types of specialist training, while financing through social security or a contribution from workers fails to share the burden equitably. (3) If encouragement of training is confined to incentives for firms and individuals, the Federal government could make separate financial arrangements in each case; but if the government chooses to impose minimum requirements for firms providing training, the financing should be done through the national budget or a levy on industrial firms. (4) A levy on industrial firms appears preferable in many ways, especially if a fund is created to share costs evenly. This argument is especially valid because most firms will need workers who have had some further training. Moreover, the levy system would allow for variations among industries in training costs. Total payroll or value added could become the basis for the levy.

11 PRE-APPRENTICESHIP TRAINING FOR DISADVANTAGED YOUTH: A COST-BENEFIT STUDY OF TRAINING BY PROJECT BUILD IN WASHINGTON, D. C. Roberts, Markley. American University, Washington, D. C. Ph.D. Thesis. May 1970. 475 p. NTIS (PB-191-864).

This study focuses on the benefits and costs of preapprenticeship institutional training aimed at reducing the employment problems of male inner city Negro youths. Using a sample of 195 youths in Project Build, including 110 graduates, 20 dropouts, and 65 applicants who were not accepted, interviews were conducted to gather data on individual characteristics and employment success. Comparison of the total benefits and costs to the individual and to society shows that the training program is a worthwhile investment which can help hard-core disadvantaged youth to enter apprenticeship programs, with benefits far greater than the cost of training.

Related: 0100 Philosophy, Policies, General Objectives;
0150 Legislation;
0350 Studies and planning -- national level.

0200 ENROLLMENT, PARTICIPATION DATA

12 STUDY OF ADULT VOCATIONAL EDUCATION PROGRAMS IN THREE CITIES. FINAL REPORT. Analytic Systems, Inc., Vienna, Va. Sept. 1971. 220 p. EDRS (ED 057 265), MF $.65, HC $9.87.

A study was conducted in three cities (Philadelphia, Cleveland, and San Francisco), selected to represent a cross section of major cities based on resident socio-economic characteristics, industrial base, and school system configuration. The effect of the decision of local school administrators concerning the critical needs of the community with respect to how these decisions shaped Adult Vocational Education (AVE) programs in these cities was studied. AVE students were questioned, and the following data were collected: (1) 72% of males were white; (2) 67% of males had completed 12 or more years of school; (3) 84% of males were employed; (4) major reason for attending was job upgrading. It was found that lack of financial assistance hampered most programs. However, present AVE programs could be expanded and operated for a minimum amount of money if the disadvantaged group were recruited and safeguards were devised to prevent local school systems from utilizing the AVE money for other purposes. The AVE program in two of the cities studied is a small part of a large adult program that has no ties to other vocational training. Other findings of this study are: (1) None of the programs has in the past utilized a formal planning process for guiding program development; (2) No descriptive data on students are presently collected; (3) Guidance is limited to course selection and scheduling problems; and (4) The thrust of current programs is such that job development is unnecessary.

13 ADULT EDUCATION IN THE PUBLIC EDUCATION SYSTEM, STATES SUMMARIES, 1968-69 and 1969-70, THEORY, DESIGN, AND METHOD FOR THE SURVEY. Okes, Imogene E. Paper presented at the Adult Education Research Conference, Chicago, Illinois, April 8, 1972. Apr. 1972. 10 p. EDRS (ED 060 455), MF $.65, HC $3.29.

The question, "How many people are enrolled in public school adult education?" is presented. The current survey on Adult Education in the Public Education System is one of several surveys. Adult education is defined here as "organized instruction to meet the unique needs of persons beyond compulsory school age who have interrupted or completed their formal full-time schooling." In this survey, each state was asked to complete separate forms for adult education administered by departments of education and for those by community colleges. A list of federally funded adult education programs was compiled for comparison purposes. Data requests were limited to two items: numbers of students and numbers of teachers. Respondents were asked to rate the adult education programs for which they provided data to indicate whether the purpose was primarily or secondarily for basic education, high school diploma, occupational training, general or college subjects, or other. By a comparison of this survey with other surveys, figures are obtained.

0300 STUDIES AND PLANNING -- STATE AND REGIONAL

14 MICHIGAN MANPOWER PLANNING PROJECT (PHASE II). Michigan Office of Planning Coordination. Nov. 1969. 143 p. NTIS (PB-192-389).

In Phase II of the Michigan Manpower Plannig Project, projection tables were developed depicting major population groups that would not require manpower-related services during the 1970-80 decade. These groups were identified as students, individuals with family responsibilities, people in institutions, early retirees, individuals with long-term physical or mental disabilities, and productive members of the labor force. Projection tables denoted the magnitude of each of these groups by age and sex for each year between 1970-1980. Project objective is to eliminate from manpower consideration those persons who could not reasonably be expected to be in the labor force even if manpower-related services were available. Comprehensive long-range manpower planning efforts will be directed towards the remaining persons that could benefit directly from manpower-related services.

0350 STUDIES AND PLANNING -- NATIONAL LEVEL

15 MANPOWER RESEARCH PROJECTS THROUGH JUNE 30, 1970. Manpower Administration (D L), Washington, D.C. 1970. 327 p. EDRS (ED 048 477), MF $.65, HC $13.16.

This annual report summarizes all Manpower Administration-sponsored research projects active or funded during fiscal year 1970 and lists all reports completed since the research program was begun in fiscal year 1963. Guidelines are included for submission of research proposals for research contracts, dissertation grants, and research project grants. The relevant legislation, Title I of the Manpower Development and Training Act, is reproduced in the appendix.

16 EDUCATION IN GERMANY. Inter Nationes, Bonn (West Germany). Report No. R-6. IN-Press, Inter Nationes, Kennedyallec 91-103, 53 Bonn-Bad Godesberg 1. Jun. 1970. 41 p. Also available from EDRS (ED 049 097), MF $.65, HC $3.29.

Herein is a special report on Issues in German education that is chiefly concerned with educational innovations and practices in the various states of the Federal Republic. The report contains an interview with an official of the Ministry of Education, an article, notices, and announcements. The issues covered are: 1) the restructuring of German education; 2) funding of education; 3) teacher personnel policies; 4) new curriculum; 5) integration of all levels of education; 6) degree requirements; and 7) adult and professional education. Several models of university structure are presented as part of the current debate on reform higher education. Those interested in future reports from the In-Press of Bonn may request information from the address given above.

See also: 0100 Philosophy, Policies, General Objectives

Related: 0150 Legislation; 0175 Finance Costs

0500 HISTORY

17 THE DUTCH FOLK HIGH SCHOOL SYSTEM. Douglas-Broers, Wandrina J. W. Vereniging Voor Volkskogeschoolwerk, Bergen N.H., Netherlands. 1970. 9 p.

This paper reviews the historical development of the Dutch Folk High School system and briefly describes its current scope and activities including its goals, curriculum, staffing procedure, finances, and student participation in its residential centers.

0900 ADULT EDUCATION AS A FIELD OF STUDY

18 BUILDING A MODEL DOCTORAL DEGREE PROGRAM IN ADULT EDUCATION. Veri, Clive C. Paper presented at the annual meeting of the Professional Training and Development Section of the Adult Education Association of the U.S.A. (Atlanta, Georgia, Oct. 29, 1970). Oct. 70. 19 p. EDRS (ED 051 453), MF $.65, HC $3.29.

Following an historical discussion of graduate study in adult education, four models designed for a graduate study program, since 1960, are discussed and illustrated. The models are: (1) the Essert Model, comprised of three concentric circles consisting of core, augmentation, and specialization courses; (2) the Knowles Model, comprised of two concentric circles consisting of core characteristics and optional characteristics; (3) the Nu Model, comprised of three overlapping circles consisting of administration, teaching, and research; and (4) a theoretical model, A Model for the Education of Professional Adult Educators, proposed by the author, comprised of a flowchart consisting of the student and an advisory committee.

Related: 0100 Philosophy, Policies, General Objectives;
3800 Personnel and Staffing

0950 ADULT EDUCATION RESEARCH

19 ANALYSE DES TENDANCES DE LA RECHERCHE EN EDUCATION DES ADULTS AU CANADE FRANCAIS (ANALYSIS OF THE RESEARCH TENDENCIES IN ADULT EDUCATION IN FRENCH CANADA). Belanger, Paul; And Others. Canadian Institute for Adult Education, Montreal. R-12-13. L'Institut Canadien d'Education des Adultes, 506 est, rue Ste. Catherine, suite 800, Montreal 132, Quebec, Canada. ($5.00) May 1971. 317 p.

The primary object of this publication is to publicize the research undertaken in adult education in French Canada during 1960-1969 and to analyze its tendencies. In order to accomplish this task, approximately 1,000 persons involved in this type of research were contacted. In addition to an analysis, the first part of this work contains a description of the approach used for this study. The second chapter analyzes the contents, the scientific standard, and the diffusion of the works and the evolution of the research in this regard. Certain factors which have a bearing on the present state of the research are described. In the last chapter, an attempt is made to determine at just what point adult education constitutes an organized area of research. The conclusion extracts from the analysis some practical prospects. The second part of this work lists the research so far undertaken.

20 STATUS AND PROSPECTS OF EDUCATIONAL RESEARCH IN QUEBEC. VOLUMES I AND II. Pedersen, Eigil D.; And Others. Quebec Institute of Research in Education, Montreal. 1971. 518 p. EDRS (ED 058 542), MF $.65, HC $19.74.

These two volumes contain a complete report on an inventory of the state of educational research in Quebec, as surveyed in 1968-1969. Four different populations--deans, professors of education, graduate students in education, and educational researchers other than faculties of education--were studied, using a particular instrument designed for the purpose. All instruments were produced in English and French, and the first of three questionnaires were tested in both languages. Volume I contains two chapters: Chapter I deals with data obtained from the deans; Chapter II concerns data obtained from members of faculties of education. Volume II contains three chapters: Chapter III analyzes responses from students in the field of education, and Chapter IV deals with data from researchers in organizations other than the faculties of education; Chapter V compared and contrasts the information obtained from all categories of respondents, and attempts to draw conclusions. Volume I contains 16 appendices and 104 tables, and Volume II contains 31 appendices and 112 tables. In addition, there are 48 recommendations, which concern background, activities, interaction, factors related to the undertaking of research, kinds of research being undertaken, meeting needs and offering incentives, training of researchers, and job opportunities.

21 SURVEY OF CURRENT RESEARCH IN FURTHER EDUCATION. Cole, Hilda; Van Der Eyken, Willem. Brunel University, London. Available from Hutchinson Educational, 178-202 Great Portland St., London W 1, England (30 shillings net). 1971. 240 p.

This guide to current research in Further Education (FE) provides the title of research projects in progress in the UK, the responsible or sponsoring institute, the composition of the research team, and where possible, a description of the work. An introductory essay attempts to set this fragmented work in context. This is an invaluable compendium for those professionally and directly concerned in FE and for the growing number peripherally involved. The greatest recent growth in terms of increased student intake has been in the FE sector and the colleges of Further Education. FE colleges, as a result of policy, and because they are traditionally conceived to be teaching institutions, have not built up a body of research staff. Any study of FE which wishes to explain the system and what happens within it has to pay serious attention to the industrial component within the system.

22 EDUCATIONAL RESEARCH: EUROPEAN SURVEY. 1970. VOLUME IV. AUSTRIA, FEDERAL REPUBLIC OF GERMANY, NETHERLANDS, TURKEY. Council of Europe, Strasbourg, France, Documentation Centre for Education in Europe. Available from the Documentation Centre for Education in Europe, Council of Europe, Strasbourg, France. 1972. 315 p.

The main section of this volume reviews research projects at more than 80 universities and other research organizations in Austria, West Germany, Turkey, and the Netherlands. These include the Institute for Research in Adult Education, Salzburg, Austria; the German Institute for Remote Studies, Tuebingen; the Psychological Laboratory, Department for the Training of Adult Educators, University of Amsterdam; the Netherlands National Foundation of Schools for Young Workers; and the Undersecretariat of Vocational and Technical Education, Turkish Ministry of Education. Other papers cover educational research during 1970 in Cyprus and at various Roman Catholic institutions in western Europe, as well as the beginning of activity in Malta.

23 AN INVENTORY OF DEGREE AND NON-DEGREE RESEARCH IN ADULT EDUCATION (INVENTAIRE DE LA RECHERCHE ACADEMIQUE ET NON-ACADEMIQUE EN EDUCATION DES ADULTES). Canada 1970 Canadian Association for Adult Education, Toronto, Ontario; Canadian Institute for Adult Education, Montreal, Quebec; Montreal University, Quebec; Ontario Institute for Studies in Education, Toronto, Dept. of Adult Education. Aug. 1971. 280 p. EDRS (ED 057 330), MF $.65, HC $9.87.

The primary purposes of the surveys contained in this document are: (1) to identify those areas in which research is being conducted in Canada; (2) to make available to interested persons an up-to-date compilation of adult education research in Canada; (3) to increase the accessibility, and widen the usability, of adult education research; (4) to identify those persons (and organizations) who are conducting and/or sponsoring research in the broad area of adult education in Canada; (5) to help establish coordination of the research in adult education; and (6) to encourage further research in adult education. "Degree research" refers to work being done as a requirement for a degree. Studies are reported in the language, French or English, in which they were submitted. This publication reports 32 completed and 64 in-progress non-degree studies and 28 completed and 29 in-progress degree research studies which have been active during the 1970 calendar year. Appendices summarize the reported research by province as well as by organization.

24 CURRENT SCHOOL RESEARCH IN SWEDEN. EIGHTH EDITION. National Swedish Board of Education, Stockholm. Jun. 1971. 233 p. EDRS (ED 059 317), MF $.65, HC $9.87.

This is the eighth edition of a summary of current educational research. The summary contains concise descriptions of the various research projects and studies now in progress at the institutes of educational research and psychology at different universities and schools of educations and at certain other institutes. Both major research projects and post-graduate studies are included together with certain other investigations. The details given here refer to conditions obtaining on June 1, 1971. Each study is allotted a single page. The data have been directly reproduced from their original sources. Further particulars concerning any one of these studies can be obtained from the project leaders concerned. It is emphasized that many of the projects described in this summary are of a minor and preliminary character, so that in many cases the reports issued on their completion cannot be expected to provide definite indicative conclusions for the practical work of schools. As a rule, the results of research have to be followed up by means of educational development work in order to be converted into practically applicable conclusions and results.

1100 ADULT LEARNING CHARACTERISTICS

Concept Formation Visual Perception

25 SOURCES OF INFORMATION USED IN RELATION TO THE CHARACTERISTICS OF USERS. Singh, K. N.; And Others. In Indian Journal of Adult Education, Vol. 32, No. 8, Aug. 1971. pp. 3-8.

A study to determine the relationships between the sources of information used at the different stages of adoption of innovative ideas and practices and the characteristics of the users. The study was conducted among farmers in India of varying ages, levels of occupation, and having varying sizes of holdings.

1120 Mental, Perceptual Abilities
Aptitude - Ability Identification - Tests

26 COMPARISON OF ADULT EXERCISERS AND NONEXERCISERS ON FLUID INTELLIGENCE AND SELECTED PHYSIOLOGICAL VARIABLES. Powell, Richard R.; Pohndorf, Richard H. In Research Quarterly of the AAHPER, Vol. 42, No. 1. Mar. 1971. pp. 70-77.

27 A PROGRAM OF RESEARCH IN ADULT DIFFERENCES IN COGNITIVE PERFORMANCE AND LEARNING: BACKGROUNDS FOR ADULT EDUCATION AND VOCATIONAL RETRAINING. FINAL REPORT. Monge, Rolf H.; Gardner, Eric F. Syracuse University, Dept. of Psychology; Office of Education (DHEW), Washington, D.C. EDRS (ED 059 471), MF $.65, HC $9.87.

A five-year program of research in adult learning is reported upon. One purpose of this program was to determine age differences in cognitive abilities, with special reference to items selected as suitable for adults of different ages, to survey the educational backgrounds and skills that older and younger adults bring to learning situations, and to study age differences in personality characteristics of a type likely to influence the indiviaual's learning. A second main purpose of the research was to investigate experimentally the interaction of the variables mentioned above with the age of the learner in determining learning and performance. The general plans and results for these two aspects of the program of research are described in Parts I and II of the report. Part I, Adult Age Differences in Cognitive Abilities, Educational Background, and Learning Orientation, discusses adult age differences in cognitive functioning, in educational background, and in learning orientation. Part II, Experimental Studies, discusses effects of performance; and age, stress, and cognitive performance. Four appendixes present Test Developed & Means and Standard Deviations for Each Age Decade, Sex, and Education on Test Scores, educational and occupational level; Responses by Age Decade on test items; and Paired Associate Word Lists.

28 IDENTIFICATION OF KNOWLEDGE AND SKILLS AND INVESTIGATION OF THOUGHT PROCESSING. DeLuca, Arthur J.; Powers, Theodore R. Human Resources Research Organization, Alexandria, Va. 1971. 201 p. NTIS (AD-731 305).

At the request of the U.S. Army Infantry School (USAIS), Work Unit CAMBCOM conducted research that identified the knowledge, skills, and investigated the thought processing of battalion commanders in six types of maneuver battalion. USAIS will use this work to validate that portion of the Infantry Officers Advanced Course that deals with the battalion commander, to serve as a basis for the development of student performance objectives of the USAIS, and to revise USAIS student literature where appropriate. The detailed results of this research are reported in this document.

29 MARGINAL MANPOWER: JOB CAPABILITY AS A JOINT FUNCTION OF APTITUTE AND EXPERIENCE. Taylor, Elaine N.; Vineberg, Robert. Human Resources Research Organization, Alexandria, Va. Paper presented at Military Operations Research Symposium (26th, Monterey, Calif. Nov. 1970). Aug. 1971. 24 p. EDRS (ED 057 333), MF $.65, HC $3.29.

The job performance of men in four different occupational specialties (Vehicle Repairman, Supply Clerk, Armor Crewman, and Cook) was measured by intensive Job Sample Tests of 4 to 5 hours in length and by more conventional Job Knowledge Tests. Curves have been derived that provide estimates of how job performance can be expected to vary as a function of an incombent's aptitude level and amount of job experience. As measured by Job Sample Tests, the performance of men at all levels of aptitude increases with job experience out to approximately five years on the job. During this time, separation between different aptitude groups is generally maintained. Beyond five years, performance of the different groups tends to converge. Scatter plots of these data are used to identify an empirically based, operational definition of job proficiency.

30 POLARIZATION, DEFINITION, AND SELECTIVE MEDIA LEARNING. Tichenor, P.J.; And Others. Paper presented to Association for Education in Journalism Annual Convention (Washington, D.C., Aug. 1970). Aug. 1970. 20 p. EDRS (ED 060 413), MF $.65, HC $3.29.

The traditional hypothesis that extreme attitudinal positions on controversial issues are likely to produce low understanding of messages on these issues--especially when the messages represent opposing views--is tested. Data for test of the hypothesis are from two field studies, each dealing with reader attitudes and decoding of one news article on each of two issues. One survey was in St. Paul and dealt with open housing and police enforcement of laws. The other was in Monticello, Minnesota area northwest of Minneapolis and was concerned with the DDT banning issue and a controversy over construction and operation of a nuclear generating plant. Each respondent in the two studies was asked to read and state from recall his understanding of two articles which had actually appeared in one of the Twin Cities metropolitan newspapers in months preceding the studies. Position on each issue was measured according to summated responses to seven agree-disagree items selected from statements attributed to various interest groups, public officials, and spokesmen. Understanding was defined operationally as the number of accurate statements offered by a respondent about an article after reading it. The most relevant data for the narrower selective understanding hypothesis are the eta coefficients for the association between attitudes and understanding. It was found that for DDT and two St. Paul issues, there is no consistent relationship between position and understanding. Education and open-mindedness remain the principle correlates of understanding on these two issues.

31 INVESTIGATION OF TEST-WISENESS AMONG C.L.U. CANDIDATES. Woodley, Katheryn K. American College of Life Underwriters, Zimmerman Adult Learning Laboratory. Apr. 1972. 22 p. EDRS (ED 062 606), MF $.65.

A study was made at the American College of Life Underwriters in response to the feeling among candidate insurance men that they understood the subject matter in the course but "just couldn't pass" the ten achievement-type examinations. Among test developers and research staff at the College, it was felt that the examination scores were probably contaminated somewhat by this population's lack of recent examination experience (many were 35 or older and most had been away from an academic setting for quite a few years). Test-wiseness (TW) was defined as a cognitive factor, measurable and subject to change through either specific test experience or training in a test-taking strategy; a test was developed, consisting of 30 items, 10 items to measure each of three different TW skills (two deductive reasoning skills and one cue-using strategy). It was administered early in the fall 1971 semester to 259 CLU students, in 15 classes and indicated differences in the levels of TW. Then an instructional program was developed, aimed directly at this population and devoted entirely to training people to respond to objective, multiple-choice type test items. It did not focus on practice in the types of items used in the CLU examination; the focus was on specific strategies. On the basis of class profiles, the classes were grouped into Program Experimental, Test Experimental, and Control. Program Experimental group had the Test-Wiseness Program as intervention; Test Experimental had a test battery as intervention; and the Control Group had no intervention. Results are now being studied.

32 I Q TESTS AND MINORITY GROUPS. Miller, Brian P. In Training and Development Journal, Vol. 25, No. 10. Oct. 1971. pp. 26-27.

The findings of this study indicated that the I.Q. of the underprivileged adult is changeable. When appropriate instruction and guidance inputs are provided, adults of limited education can improve their I.Q.

33 FACTORS AFFECTING ACADEMIC ACHIEVEMENT OF ADULT STUDENTS ENROLLED IN ONTARIO UNIVERSITY CREDIT COURSES. Beagle, Peggy. Thesis, Lakehead University, Ontario; A Pilot Project. 1970. 81 p. EDRS (ED 054 408), MF $.65, HC $3.29.

Existing programs, policies and practices as they affect the older adult student in Ontario universities were investigated. Interview data were collected from adult students about their experiences in the light of the policies described, and a number of obstacles to successful study encountered by these students were identified. A statistical analysis, based on data collected at Lakehead University, compared the academic performance of adult students to that of regular students. In addition, the relationship between adult academic performance and such demographic variables as age, sex, marital status, matriculation status, part-time study, and residency (in or out of the university district) was investigated. The analysis revealed that the mean academic performance of adult students (age 25 and over) was significantly higher (p .01) than that of the regular college-age students. With regard to previous studies which had suggested that "mature students" (non-matriculated adults) achieved at a higher level than regular students, the findings in the present study were in the same direction but not statistically significant. There were marked differences between sub-populations of adult males and females and married and single students. Matriculation status at the time of admission, and attendance part-time or full-time appeared to have no significant influence on the academic achievement of adult students. Suggestions for further research were made.

34 A COMPARISON OF TWO INTEREST INVENTORIES FOR USE WITH ENLISTED PERSONNEL. Lau, Alan W.; Abrahams, Norman M. Naval Personnel and Training Research Laboratory, San Diego, Calif. May 1971. 17 p. NTIS (AD-725 142).

Improved classification and assignment of enlisted personnel is intended to bring about improved retention and job performance. The present study focused on two instruments of potential usefulness in enlisted classification, the Navy Vocational Interest Inventory (NVII) and the Strong Vocational Interest Blank (SVIB). Previous findings have shown that the empirically derived Navy occupational keys and the more general NVII area scales effectively measured the vocational interest of Navy enlisted men. The primary consideration of this report is to compare the NVII and the SVIB in terms of which inventory does the better job of measuring the interest patterns of enlisted men. As part of an earlier study, the NVII was administered to recruits at seven different Class "A" schools. These schools were Hospital Corpsman, Electronics Technician, Yeoman, Storekeeper, Engineman, Machinist's Mate, and Submarine. Recently the SVIB was administered to another sample of recruits, some of whom subsequently attended one of the above schools. The homogeneous scales of the NVII and SVIB were compared to determine which inventory was most effective in differentiating the interests of enlisted men. The degree of discrimination between groups on each set of homogeneous scales was measured by the 'percentage of overlap' statistic.

35 AREA SCALES OF THE NAVY VOCATIONAL INTEREST INVENTORY AS PREDICTORS OF SCHOOL PERFORMANCE AND RATING ASSIGNMENT. Lau, Alan W.; Abrahams, Norman M. Naval Personnel Research Activity, San Diego, Calif. July 1969. 21 p. EDRS (ED 054 319), MF $.65, HC $3.29.

The purpose of this research is to evaluate the effectiveness of the area (homogeneous) scales of the Navy Vocational Interest Inventory (NVII) as predictors of Class "A" school achievement and as measures of rating differentiation by comparing specific occupational scales with more general interest measures-the NVII area scales. The NVII was admistered experimentally to samples of incoming students at six Class "A" schools varying widely in curriculum and to a sample of students in the Submarine School. In addition to NVII area scales, scores on Basic Test Battery (BTB) subtests were available for men in each school. Multiple correlations were computed, thus allowing validity comparisons of the BTB in predicting Class "A" school achievement to be made with and without the addition of NVII area scales. These multiples were compared to multiples obtained using occupational key scores. Average area scale profiles of the various occupational groups were compared to those obtained using occupational key profiles. The area scales were found to be as effective as occupational scales in differentiating the interest patterns of men in various schools and to contribute significantly to the prediction of Class "A" school achievement. It was concluded that the differences between the two types of scales were not substantial.

36 SELECTING OPERATORS FOR FINE MANUAL TASKS: A STUDY OF THE O'CONNOR FINGER DEXTERITY TEST AND THE PURDUE PEG BOARD. Corlett, E. N.; And Others. In Occupational Psychology, Vol. 45, No. 1. 1971. pp. 57-65.

This is the first part of a report on experiments being conducted in the Department of Engineering Production, University of Birmingham, to examine modifications in the design, use, and method of scoring tests for measuring aptitude for acquiring speed-skills in fine manual tasks. The approach taken was to examine the reduction in the times taken to perform elements of a test as distinct from reduction in test as a whole. This is because element times manifest systematic change sooner than times for complete tests. Two studies are described: a study of the effects of practice on test performance and a short study of the reliability of the two tests. Performance of 12 subjects on the two tests and on a modification of the Purdue Test were continuously recorded electronically and the performance of one subject filmed. It was found that: (1) the two tests were inherently too variable to constitute adequate tests of speed-skill acquisition; (2) consistency of previous re-test results may have arisen because the test involved so many variables that improvements in one basic element of activity counter-balanced deterioration in others; (3) when the Purdue Test was modified so that the same distance was travelled at the same angle for each succeeding operation, variability of the task was reduced slightly but not sufficiently to constitute an adequate test of speed-skill acquisition; and (4) the variable factors will have to be removed as far as possible if such tests are to be effective predictors. The Purdue Test has been modified and its reliability will be investigated.

37 AN EXPERIMENT IN DEVELOPING THE ABILITY OF DISADVANTAGED ADULT LEARNERS TO PERFORM VERBAL LOGICAL OPERATIONS. De Angeli, Gerard. Paper presented at the annual Adult Education Research Conference (Chicago, Illinois, April 6-9, 1972). April 1972. 15 p. EDRS (ED 061 487), MF $.65, HC $3.29.

Certain aspects of the performance of adults on verbal reasoning tasks were studied. The four main objectives of the study were: to develop a self-instructional booklet for use in teaching adults the functional rules of classification; to construct a reliable instrument for use in assessing the capability of adults to perform verbal classification tasks; to study the influence of four different factors of content on the difficulty of the tasks to be performed on each item of CAT; and to use both demographic variables and primary ability test scores to predict performance of the adult participants on CAT. Results of the study, utilizing 30 adults in an experimental group and 30 in a control group, indicate that experienced-based instructional strategies should be preferred in the teaching of logical skills to adults. Appendix I presents the structure of Classifying; Appendix II is the structure of the Analysis of Learning Components for Verbal Classification Tasks; and Appendix III is a Sample Page from Self-Instructional Program in Verbal Classification. References are provided.

38 EFFECTS OF APTITUDE (AFQT), JOB EXPERIENCE, AND LITERACY ON JOB PERFORMANCE: SUMMARY OF HumRRO WORK UNITS UTILITY AND REALISTIC. Vineberg, Robert; And Others. Human Resources Research Organization, Alexandria, Va. Feb. 1971. 87 p. EDRS (ED 050 311), MF $.65, HC $3.29.

A series of studies were conducted to determine how Army personnel in Mental Category IV and in other mental categories compare in their job performance and in their overall suitability for military service. Information is provided concerning the demands for reading, arithmetic, and listening skills in four major military occupational specialties. The performance of approximately 1,800 men with Army experience ranging up to 20 years was measured by intensive job sample tests, job knowledge tests, and supervisor ratings. Information about background, personal characteristics, and military experiences was obtained through biographical questionnaires, a battery of published and experimental tests, and Army records. The major findings and conclusions are given in this summary report, which will be followed by several detailed reports on various research phases.

39 APPLICATION OF THE RASCH MODEL TO CIVIL SERVICE TESTING. Durovic, Jerry. New York State Dept. of Civil Service, Albany, N. Y. Nov. 1970. 11 p. EDRS (ED 049 305), MF $.65, HC $3.29.

The New York State Department of Civil Service investigated an empirical application of the RAsch model which appears useful in Civil Service testing. The model is a powerful tool for developing insights into what test items are measuring while permitting the investigator to spot defective items. It also reveals meaningful distinctions in the ype of task set by different items. Two sets of specific examples are discussed to illustrate its usefulness. The first set of examples considers the use of item probability as an index of the degree of fit of the material to the model while the second discusses the "normal deviate" matrix, which displays the goodness of fit of each item at each score group, and enables an investigator to ascertain the overall validity of the general index. These examples demonstrate the applicability of the Rasch model to a variety of conditions. The author suggests that the model seems promising for civil service testing since it is not simply a means to derive scores but is also a powerful tool for test analysis, construction, and design.

40 THE EFFECT OF A PLANNED COMMUNICATION PROGRAM ON CHANGE OF ATTITUDE AND KNOWLEDGE OF THE URBAN DWELLER TOWARD CHEMICALS AND PESTICIDES. Gruenhagen, R. H. MCDP-18. U.S. Dept. of Agriculture, Washington, D.C.,Federal Extension Service. Nov. 1969. 391 p. EDRS (ED 051 488), MF $.65, HC $13,16.

The objectives of this study were: (1) to identify the middle and upper-middle class urban audience in terms of certain selected variables; (2) to design and perfect techniques to measure attitude toward and knowledge of pesticides and chemicals; (3) to determine the present knowledge and attitude of the audience toward pesticides and chemicals; (4) to determine the effectiveness of a planned Extension communications program in bringing about a change in attitude; and (5) to ascertain the relative effectiveness of various Extension communication methods in searching and influencing the selected audience. The research plan was designed to: (1) collect data from a random sample of individuals within the test population; (2) expose a selected test area to a planned experimental communications program; (3) collect data from a second random sample within the test population and (4) evaluate the effectiveness of the experimental treatment and of the separate communication media.

41 LEARNING BY LISTENING IN RELATION TO APTITUDE, READING, AND RATE-CONTROLLED SPEECH: ADDITIONAL STUDIES. Sticht, Thomas G. Human Resources Research Organization, Alexandria, Va. Apr. 1971. 50 p. EDRS (ED 050 339), MF $.65, HC $3.29.

A series of experiments explored the feasibility of substituting listening for reading requirements in Army training and jobs, with special reference to marginally literate, AFQT Mental Category IV men. Results of these experiments and related earlier research are summarized. Major findings indicate that high and low aptitude men may learn certain materials as well by listening as by reading; some poorer readers prefer to learn by listening rather than by reading. Characteristics of the recorded message that were found to affect listening comprehension include difficulty level of message, linguistic features of speech, and rate of speech. Extensive studies of the use of time-compressed and expanded recordings are described.

42 INFORMATION FEEDBACK: CONTRIBUTIONS TO LEARNING AND PERFORMANCE IN PERCEPTUAL IDENTIFICATION TRAINING. Abrams, Alvin J.; Cook, Richard L. Naval Personnel and Training Research Laboratory, San Diego, Calif. STB-72-5 Final Technical Report. Dec. 1971. 19 p. NTIS (AD-733 451).

In training people to perform auditory identification tasks (e.g., training students to identify sound characteristics in a sonar classification task), it is important to know whether or not training procedures are merely sustaining performance during training or whether they enhance learning of the task. Often an incorrect assumption is made that superior performance during training is synonymous with a high level of learning. Two experiments were run in which the pacing of stimulus complexity and the fading of informational feedback (IF) were systematically varied. It was found that: (1) The pacing of stimulus complexity during training serves to enhance the learning effectiveness of IF; (2) Continuous IF serves primarily to sustain performance, while fading IF enhances learning; and (3) The learning enhancement effect of IF is greatest when judgments of a stimulus dimension are made on a previously learned absolute scale, while the performance sustaining effect of IF is greatest when judgments of a stimulus dimension are made on a novel, relative scale.

43 PERFORMANCE IN FOUR JOBS: THE ROLE OF MENTAL ABILITY AND EXPERIENCE. Vineberg, Robert; Taylor, Elaine N. Human Resources Research Organization, Alexandria, Va. Prof-P-3170. Paper presented at American Psychological Association Convention (Miami Beach, Florida, Sept. 1970). Dec. 1970. 19 p. EDRS (ED 050 312), MF $.65, HC $3.29.

This paper is based on data from Work Unit UTILITY research on job performance of men at different ability levels. The paper deals with data testing performance in four jobs: Armor Crewman, Vehicle Repairman, Supply Specialist, and Cook, of various Armed Forces Qualification Test (AFQT) levels over specified periods of time.

44 DEVELOPMENT OF A TAXONOMY OF HUMAN PERFORMANCE: A FEASIBILITY STUDY OF ABILITY DIMENSIONS FOR CLASSIFYING HUMAN TASKS. Theologus, George C.; Romashko, Tania. American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa. Jan. 1970. 211 p. NTIS (AD-705 672).

The report describes a series of studies carried out to develop methods by means of which observers can describe tasks in terms of their ability requirements. The general objective was to provide as instrument which could be utilized to describe both laboratory and operational tasks along a comprehensive set of specifically defined ability dimensions.

45 DEMOGRAPHIC DIFFERENCES IN APTITUDE TEST PERFORMANCE. Guinn, Nancy; And Others. Air Force Human Resources Laboratory, Lackland AFB, Tex. May 1970. 34 p. EDRS (ED 051 365), MF $.65, HC $3.29 .

The interrelationships between aptitude test performance and certain demographic-cultural variables were investigated, as well as the relationship between these variables and the aptitude test factor content. Five test batteries were administered to groups of approximately 1,900 subjects each. Multiple regression analyses indicated that there were significant interaction effects for six of the selected tests. The relationships between the cultural variables combined and each aptitude test were significant for all tests. Significant net relationships of race, educational level, and geographic area were found with a majority of tests, although wide differences were found among aptitude tests in their sensitivity to demographic-cultural influences. Race appeared to be related to tests in most factor areas, with its highest relationship in the mechanical area. whereas education, which had the lowest relationships with the mechanical area, had the highest relationships with verbal, numerical, and reasoning factors. No discernible trend was noted for geographic area.

See also: 1200 Age differences

1160 Psychological, Personality Factors
Creativity - Participant Characteristics
Self Actualization - Self Growth
Attitude Change

46 MOTIVATIONAL FACTORS OF ADULT LEARNERS IN A DIRECTED SELF-STUDY BACHELOR'S DEGREE PROGRAM. Grabowski, Stanley M. Syracuse University. Ph.D. Dissertation. 1972. 215 p. University Microfilms.

The purposes of this study were: 1) to identify the existence and nature of clusters of reasons given by adults for enrolling in a directed self-study bachelor's degree program; 2) to test the relationships between, on the one hand, identified variables of adult participants' sex, age, marital status, level of income, kind of employment, previous college experience, and on the other hand, identified clusters of reasons for enrolling in such a program; 3) to compare the reasons for enrolling in such a program by those who have withdrawn from such a program with those who have completed, or are still continuing in such a program. The total population of 269 adults enrolled in the directed self-study bachelor's degree program at University College, Syracuse University, was used in the investigation. A two-part questionnaire was administered by mail, with 180 usable returns. Seven factors or clusters of reasons were identified and named: The Desire to Know; The Desire To Reach a Personal Goal; The Desire to Take Part in Social Activities; The Desire to Reach a Social Goal; The Desire to Escape; The Desire to Study Alone; and The Desire for Intellectual Security. A significant difference was found among the following: between men and women, with women showing a greater tendency than men to enroll for The Desire to Know, and The Desire to Study Alone; among age groups, with a greater tendency among younger adults to enroll for The Desire to Reach a Personal Goal; between employed and unemployed, with a greater tendency among the unemployed to enroll for The Desire to Reach a Social Goal; between those with previous college credit experience and those without such experience, with a greater tendency on the part of those who did not have previous college credit experience to enroll for The Desire to Escape, and The Desire to Know; between those with different levels of income, with a greater tendency, the lower the level of income, to enroll for The Desire to Reach a Social Goal, and The Desire to Study Alone. There was no significant difference found between marital status and reasons for enrolling, and no significant difference in motivational choices selected by adults who have withdrawn from such a program, or who have completed, or who are still enrolled but inactive, or who are still actively participating in such a program.

47 CHANGES IN CAREER INTENT DURING INITIAL TOUR OF ACTIVE DUTY. Shenk, Faye. Air Force Human Resources Laboratory, Lackland AFB, Tex. Dec. 1970. 52 p. NTIS (AD-722 408).

The study was designed to determine the predictability of an Air Force officer's career decision and to evaluate relationships between career decision and various demographic, environmental, and attitudinal factors. Information on this group was compiled for the period before commissioning and through five years of active duty. The report presents a description of the results obtained during the second through fifth years of active duty for this group. Based on responses to the career-intent statement, the most favorable source for retention is OCS, followed closely by OTS-AECP, both sources having had prior military service. Among the various sources, there has been a gradual trend toward lower career intent through the third year of active duty. At that point, career attitudes appear to begin stabilizing and continue to stabilize through the fifth year of active duty. Factors which influenced decisions to leave the Air Force included dissatisfaction with job, separation from family, friends, and hometown, and limitations in opportunity for promotion or for increased responsibility. Job characteristics considered important centered around job satisfaction. Generally, it seemed that the more factors the subject perceived as possible of attainment in the Air Force, the more likely he was to be career-oriented.

48 THE LODGING INDUSTRY'S IMAGE; HOW THE ADULTS AND TEENAGERS VIEW HOTELS AND MOTELS AS EMPLOYERS AND OVERALL. Opinion Research Corp., Princeton, N. J. n.d. 71 p. EDRS (ED 054 353), MF $.65, HC $3.29. Also available from American Hotel and Motel Association, 888 Seventh Avenue, New York, N. Y. 10019 ($2.50).

The objective of this study was to obtain an overall evaluation of hotels and motels with specific emphasis on the industry's image as an employer among the general public. Findings are based on a personal interview research survey conducted among 994 men and women 18 years of age and over, and among 622 teenagers living in private households in the United States. An advanced probability sampling technique was used so that the results could be generalized to the total U.S. population of adults and teenagers. Overall, the lodging industry enjoys a favorable image, having no prominent negative points. Although there is some criticism of high prices, 74 percent feel that "good value" is received for the money. Teenagers tend to have a more favorable image than do adults.

49 AN INCENTIVE TO TRAIN. Pettman, B. O. In Personnel Management, Vol. 3, No. 9. Sept. 1971. pp. 31-34.

The author discusses research carried out into the attitudes of engineering firms toward the Industrial Training Act, the Engineering ITB, and to training in general. He questions the effectiveness of the levy-grant system as an incentive to improve their training. The EITB in 1969 implemented a differential levy to help the smaller employer. In general it was found that the majority of firms favored the differential levy irrespective of size, the grant receives, and whether or not they belonged to group training schemes. The board's fear that the levy-grant system was losing its effectiveness was an accurate reflection of the attitude of many of its constituent firms. It is to be hoped that this trend will be reversed when the proposals to move away from such a system toward one of targets are implemented. This would involve payment of a general grant for the achievement of targets or standards in key areas chosen on the basis of factors which make the greatest contribution to the improved effectiveness of a firm. Targets would be concerned more with training systems than is the case with the present systems and less weight would be given to quality.

50 CHILD READING ANTECEDENTS OF IDENTIFICATION MODEL IN YOUNG ADULT MEN: DOMINANCE AND EMOTIONAL INTIMACY. Luetgert, M. J.; Greenwald, Barry S. Illinois University, Chicago. Chicago Circle Campus. 1970. 10 p. EDRS (ED 059 507), MF $.65, HC $3.29.

Seventy-five male Ph.D. candidates were interviewed individually to determine which parent seemed more influential as an identification model. The interview also yielded judgments as to which parent offered more emotional intimacy and which parent was dominant in the family. A chi-square analysis between these characteristics and judged identification model yielded the following significant findings ($p<.05$): (1) subjects were jedged similar to the parent they recall as having provided a closer emotional relationship; and (2) subjects were judged similar to the parent who is remembered as being more dominant in the family. In addition to supporting and extending earlier findings regarding the influence of nurturance and power characteristics on identification, the present data suggest that emotional intimacy and dominance are characteristics whose reinforcement value for adults depends in part on the culturally defined sex role of the model.

51 PARTICIPATION AND ATTITUDES OF COUNTY BOARD CHAIRMEN AND FAIR SECRETARIES; PRELIMINARY REPORT NUMER 6. WISCONSIN COUNTY AND DISTRICT FAIR STUDY. Christiansen, John R.; And Others. Wisconsin University, Madison, Center of Applied Sociology. 1971. 40 p. EDRS (ED 060 454), MF $.65, HC $3.29.

Fifty-five county board chairman and 69 fair secretaries responded to mailed questionnaires dealing with: (1) their own social characteristics, (2) ownership and operation of county and district fairs in Wisconsin, and (3) their opinions regarding desirable aspects and changes in these fairs. The social characteristics of county board chairmen and fair secretaries were similar. All of the board chairmen were males; 88% of the secretaries were males. The average ages were 57 and 52, respectively. Compared with other people in the state, board chairmen and fair secretaries were found to be relatively well educated generally. Most of both groups had attended more than one county or district fair, but had not attended the State Fair. Most fair operations represent a complex mix of public and private enterprise; the majority in the state are private. However, county governments usually own the land and are involved in the construction or upkeep of the fair buildings; they also make cash contributions to the fairs. The respondents wanted to have both junior and open-class exhibits at their fairs. Specific suggestions for making fairs more educationally valuable for young people included greater community support, improved programs, and greater involvement of the young people in planning and operating the fairs.

52 EVALUATION OF THE STRONG VOCATIONAL INTEREST BLANK AS A SCREENING DEVICE FOR NESEP APPLICANTS. FINAL REPORT. Abrahams, Norman M.;

Neumann, Idell. U.S. Naval Personnel and Training Research Laboratory, San Diego, Calif. Oct. 1971. 19 p. NTIS (AD-732 399).

The Navy Enlisted Scientific Education Program (NESEP) provides qualified enlisted men with an opportunity to obtain a college degree while earning a commission as an officer. In 1965, over 250 NESEP selectees completed Strong Vocational Interest Blanks (SVIBs). For the 166 who had received commissions by 1971, the SVIB mean scores of those officers who were either in or had requested restricted line or staff billets were compared with the mean scores of the unrestricted line group. It revealed that NESEP officers who request or are actually in restricted line or staff billets obtain significantly higher scores on the physical science scales. While in the SVIB could thus be used for differentiating between these groups, its use in screening would require selection of applicants with relatively low science interest scores. Since this procedure could lead to a decrement in the academic performance of selectees and possibly lower the number and quality of NESEP graduates, further research would be necessary before operational use could be recommended. It is further recommended that consideration be given to expanding the concept of NESEP to include management science training. Several advantages for such a program are indicated.

53 DEVELOPMENT CHANGES IN SHORT-TERM RECOGNITION MEMORY. Kirsner, Kim. In British Journal of Psychology, Vol. 63, Part 1. Feb. 1972. pp. 109-118.

Auditory and visual recognition were studied in subjects ranging in age from 10 to 60 years. In comparison with perceptual and response factors, memory scanning time is relatively insensitive to age differences, and auditory recognition involves the use of a pre-linguistic memory system insensitive to age differences.

54 EFFECT OF A CHILD'S SEX ON ADULT INTERPRETATIONS OF ITS BEHAVIOR. Meyer, John W.; Sobieszek, Barbara I. In Developmental Psychology, Vol.6, No. 1. Jan. 1972. pp. 42-48.

Videotapes of two 17-month old children--each child sometimes described as a boy and sometimes as a girl--were shown to 85 adult middle-class subjects, who rated attributes of the children on questionnaires containing sex role items.

55 AN EXPLORATORY STUDY OF JOB SATISFACTION, RETENTION, AND PERFORMANCE OF NAVY ENLISTED MEN. Stoloff, Peter H. Feb. 1971. 39 p. NTIS (AD-723 559).

The paper examines the relationship of two aspects of job satisfaction: satisfaction with the work itself (job content) and satisfaction with the job environment (job context) to retention behavior and measures of on-the-job performance of first-term Naval enlisted men. While both job content and job context factors were found to be important determiners of job performance, only the job context and compensation measures asserted a strong influence on reenlistment decision. The findings suggested that the Navy should concentrate on improving the aspects of naval life associated with the satisfaction of more basic needs--such as pay, image of the Navy, and ship-board living conditions--to retain enlisted men, particularly those in the "hard" ratings in the electronics and electro-mechanical occupational groups.

56 THE MEASUREMENT OF VOCATIONAL MATURITY IN ADULTS. Sheppard, David I. In Journal of Vocational Behavior, Vol. 1, No. 4. Oct. 1971. pp. 399-406.

An Adult Vocational Maturity Inventory was administered to graduate students, unemployed men, and vocational trainees. Results indicated that graduate students had the highest level of vocational maturity and unemployed men the lowest, thus supporting the hypothesis that vocational maruity can be quantitatively measured.

57 DOES JOB PERFORMANCE AFFECT EMPLOYEE SATISFACTION? Kuhn, David G.; And Others. In Personnel Journal, Vol. 50, No. 6. June 1971. pp. 455-459.

The satisfaction of lower order needs, such as security and social needs, is more closely associated with job performance than the satisfaction of higher needs such as job autonomy and self-actualization.

58 THE RELATIONSHIP OF SELECTED FACTORS TO ATTITUDES OF INDIVIDUALS IN A NATURAL RESOURCE-ORIENTED ENVIRONMENT REGARDING THE COMMUNITY AS A PLACE FOR PERSONAL GROWTH AND DEVELOPMENT. Miller, David. n.d. 14 p.

This inquiry explored the influences of demographic factors on attitudes of individuals living in a nonmetropolitan environment toward their community; located attitude factors (chiefly high satisfaction versus alienation); determined which areas of concern evoke the strongest feelings; and generated hypotheses regarding the nature of natural resource oriented communities and of relationships between individuals and the community. Significant differences emerged within levels of demographic variables in response to certain facets of the community. Areas pertaining to personal growth and linkage outside the community evoked the strongest feeling. Areas concerning young people and adult evoked the weakest feeling. Attitude differences between levels indicated a need for specificity of educational programs. Attitudes toward mass media suggested a method for working with the community through these media to create empathy.

59 DEVELOPMENT OF CAREER MOTIVATIONAL PREDICTION AND SELECTION PROCEDURES. Culclasure, David F. Southwest Research Institute, San Antonio, Tex. Jan. 1971. 85 p. NTIS (AD-728 625).

The study is a survey of the techniques for measuring career motivation and interest used by 24 industrial firms, 14 personnel and management consulting organizations, 8 marketing research firms, and various government agencies. Toward an ultimate goal of identifying those who can be expected to elect to remain on active duty past their original date of obligation, each technique cited was evaluated for possible application as a means for screening applicants who are to be provided training that leads to commissions as Air Force officers. The survey failed to identify a predictive instrument with a sufficiently high validity coefficient. Available evidence, however, suggested that a career motivation screening procedure could be developed with reasonable probability characteristics of moderate effectiveness in predicting career motivation. Such a procedure would employ those portions of the Strong Vocational Interest Blank (SVIB) which have been shown to have moderate validity (0.25) for predicting Naval Officer retention when scored with the Navy Officer Key, and a revised version of the importance-possibility scale investigated in its original form by Air Force Psychologists.

60 STATE AND TRAIT ANXIETY IN STUDENT NAVAL AVIATORS. Bucky, Steven F.; And Others. U.S. Naval Aerospace Medical Research Laboratory, Pensacola, Fla. Dec. 1970. 8 p. NTIS (AD-718 326).

Measures of state and trait anxiety were given to aviation officer candidates (AOC's) with the usual instructions as well as with instructions to answer as if each had just made his first landing on an aircraft carrier. Significant differences were sought when comparing the experimental group to college students.

61 PROLEGOMENA TO THE MEASUREMENT AND ASSESSMENT OF HUMAN BEHAVIOR. Jenkins, W. O. Rehabilitation Research Foundation, Elmore, Ala. Draper Correctional Center. Aug. 1971. 18 p. EDRS (ED 057 298), MF $.65, HC $3.29.

The evaluation of gross human behavior, its measurement and assessment are discussed. The four-stage approach to behavioral analysis (specification, intervention, assessment, and prevention) is described, using criminal behavior as a case in point. An example is given of assessment-intervention reciprocity, and the three levels of behavioral measurement (immediate, intermediate, and ultimate) are discussed. The pervasive role of generalization in intervention assessment is indicated, and the task of predicting recidivism as the criterion is pointed out. The direct and indirect ways of observing human behavior are presented, and the 10 basic dimensions of behavioral measurement are given. The six-stage process of behavioral research is given, and the prediction of recidivism is related to the Environmental Deprivation Scale, which serves as a door-opening device for intervention.

62 THE RELATIONSHIPS OF LEARNING ORIENTATION, NURSING ACTIVITY AND CONTINUING EDUCATION. Sovie, Margaret Doe. Syracuse University. Ph.D. Dissertation. May 1972. 229 p. University Microfilms.

A study was made of female practicing staff nurses in Central New York to: identify learning orientations and patterns of nursing and continuing education activity; compare participants and potential participants in short-term continuing education in these variables; and identify interrelationships between learning orientations, nursing and continuing education activity and selected personal characteristics. A questionnaire was mailed to 237 nurses from 30 general hospitals, five public health agencies and seven nursing homes and/or extended care facilities, with a 78.2% return. The Tsar statistical package and a program for Principal Components Analysis with Varimax Rotation were used on an IBM 370-155 computer; differences between the two groups were determined by t-tests. Eight learning orientation patterns; 12 leisure time and 12 job time continuing education activity patterns; and 10 nursing activity patterns were identified and named. Significant differences between the groups were found in selected patterns and there were significant interrelationships between selected demographic variables. Conclusions included: 1) all nurses participated to some extent in continuing learning activities, 2) nurses who had participated in short-term programs seemed to have a life style which included time for a variety of learning experiences, 3) extent of past activity seemed to be as important as level of formal education for predicting total educational activity, and 4) there were significant positive relationships between extent of total educational activity and extent of participation in selected nursing activity patterns.

63 THE MEASUREMENT OF EDUCATIONAL VALUES OF ADULTS: A CROSS-NATIONAL APPROACH. Krajnc, Ana; And Others. Paper presented at Adult Education Research Conference (Chicago, Illinois, April 1972). Apr. 1972. 26 p. EDRS (ED 062 607), MF $.65, HC $3.29.

By concentrating on individuals' general approaches toward education, their attitudes concerning different aspects of education, and their motivation for education, we have constructed an "index of educational values." This index appeared to reflect very differently individual's educational orientations as compred, simply, to the level of their formal schooling. Educational values and levels of education appear to relate very differently when we cross socio-cultural boundaries where unique historical developments have prevailed. Adults who live in societies with relatively high-stop social crystalization seem to demonstrate their educational values according to their level of education. This means that the higher the education one has, the more one is motivated for additional adult education, and the higher are one's educational values. Those with very low levels of educational attainment have little chance to further their adult education. On the other hand, adults who live in a more open social atmosphere seem to accept more general educational values which are independent of social class and levels of formal educational attainment. Psychologically, they possess great potential for their continuing education. With their high educational values, they want to learn in one way or another, even via self-directed learning.

64 A DIFFERENT LOOK AT THE CORRELATION COEFFICIENT BETWEEN DOGMATISM AND CONFORMITY. Long, Huey B. Paper presented at the annual Adult Education Research Conference (Chicago, Illinois, April 6-9, 1972). Apr. 1972. 11 p. EDRS (ED 061 486), MF $.65, HC $3.29.

A study was conducted to determine why the theoretical relationship between dogmatism and conformity had not been verified in correlation studies. The study was designed to study the effect of differing statistical treatments on the coefficient of correlation. Data generated in an experimental framework included corformity scores and dogmatism scores; conformity was determined by use of Asch's Vertical Line Scale and dogmatism was determined by Rokeach's Dogmatism Scale. The dogmatism data were treated in two ways: (1) as a total score, and (2) as individual sub-test scores. Using the total score, a zero order correlation technique was employed to determine the coefficient of correlation between dogmatism and conformity. Such a treatment yielded no significant correlation. Employing the independent scores of 17 sub-test areas of the Dogmatism Scale and a multiple correlation statistical treatment, a significant coefficient of correlation resulted.

65 ATTITUDES OF INSTRUCTORS OF NURSING TOWARD THEIR PREPARATION FOR TEACHING NURSING EDUCATION. Middlebrook, Grace I. Arizona State University. Ed.D. Dissertation. 1970. 136 p. University Microfilms (No. 70-21, 949).

The study investigated whether groups of nursing instructors differ in their attitudes toward their preparation for teaching; and whether any correlation exists between their preparation for teaching and their job satisfaction as measured by leangth of service. Respondents (75 instructors randomly chosen from four nursing education programs in Arizona) were asked to rate 20 concepts central to nursing education. In general, these concepts were viewed favorably by the respondents, especially those under 40. Married instructors had stronger positive scores toward the concepts than single instructors. Instructors with basic educational preparation rated all concepts higher than respondents with graduate preparation. Noncollege instructors evidenced stronger attitudes toward the concepts than those teaching in a college setting. Instructors with graduate education had been employed more often than those with a basic educational background, and showed greater evidence of longer tenure in their present teaching position.

66 THE RELATIONSHIP BETWEEN CHRONOLOGICAL AGE AND APTITUDE TEST MEASURES OF ADVANCED-LEVEL AIR TRAFFIC CONTROL TRAINEES. Report for November 1968-March 1970. Civil Aeromedical Institute, Oklahoma City, Okla. July 1971. 37 p. NTIS (AD-733 830).

The study examined the interrelationships of age, aptitude measures, and training performance scores for 710 men. They ranged in age from 21 to 52 years, but less than 12% were over 40. Most of the men were former military controllers who possessed sufficient prior ATC experience to be selected for training with an exemption from a qualifying aptitude index, and appointed to trainee status with higher-than-normal pay grades. Age correlated negatively with 21 of the 22 aptitude measures and with training course grades. On most tests, performance means for subjects over age 34 were significantly lower than those obtained for the younger trainees, and their attrition rate for the training course was three times that of their younger classmates. The results indicated that greater effectiveness in screening such applicants could be attained if eligibility standards were modified to include consideration of both age and aptitudes.

67 A STUDY FOR THE PREDICTIVE ASSOCIATION BETWEEN COGRUENCY MEASURES BASED ON WORK-EMOTIONALITY THEORY AND THE ACHIEVEMENT AND SATISFACTION IN ADULT INSTRUCTIONAL GROUPS. Lueder, E. J. Paper presented at the Adult Education Research Conference (Chicago, Illinois, April 6-9, 1972). Apr. 1972. 20 p. EDRS (ED 060 424), MF $.65, HC $3.29.

The rationale, design, and data collection methods of a study of factors that may influence the effectiveness of adult instructional groups that included interaction are discussed. Two aspects to be considered when studying instructional groups are called work and emotionality. The Work-Emotionality Theory is discussed. Six types of emotionality--fight, flight, pairing, dependency, counter-dependency, and counter-pairing--are defined. In the present study, it was hypothesized that there were positive relationships between group relevant aspects of personality in small instructional groups of adults and the learner's learning achievement and satisfaction. Forty volunteer 4-H leaders participated in a two-day workshop. The learners ranged in age from 27 to 57. Data for the study were collected both prior to the workshop from learners and instructors and from the learners at each instructional session during the workshop. Statistical analysis of the data was carried out. The findings did not produce a uniform pattern of associations of sufficient strength to support the hypothesis. The diversity in results from group to group and from instructor to instructor point to the fact that group relevant aspects of personality had a measurable effect.

68 PERSONAL VALUE SYSTEMS OF UNION LEADERS AND CORPORATE MANAGERS: A COMPARATIVE STUDY. England, George W.; And Others. Nov. 1970. 29 p. NTIS (AD 715 138).

A model relating personal values of managers and their behavior was adapted to the study of union leaders' value systems. The model permitted an operational distinction between various classes of values which have different probabilities of being translated from the intentional state into actual behavior. The personal value system of 136 union leaders in Minnesota were assessed and described with behavioral implications. Value results on the union leaders were also compared with an earlier study of managers. A moralistic value orientation was compared to a pragmatic orientation. The content of value classes which most influence behavior was found to be quite different for the two groups.

69 HOW CONTINUING EDUCATION PROGRAMMERS PERCEIVE THEIR JOB ROLES. Rowe, George P., Ed. Missouri University, Columbia Extension Division SR-22. Summary of Unpublished Special Problem Report. Aug. 1971. 7 p. EDRS (ED 060 409), MF $.65, HC $3.29.

To determine the attitudes of University of Missouri Continuing Education Programmers toward their job roles, questionnaires were mailed to all 24 programmers (10 women and 14 men). A 100% rate of return was obtained. A summary of the 17 findings is provided. Problems elicited from the questionnaires concern: (1) the difficulty in securing resource people, primarily instructors for educational programs; (2) the lack of communication with various academic departments; (3) the additional job responsibilities of the programmers in the "traditional" Extension areas; (4) the need for additional training in program planning, identifying resources, and communications with staff and university personnel; (5) the need for sufficient secretarial help; and (6) an overlap of job responsibilities among the programmers. Recommendations are offered in each of these problem areas. A general recommendation made is that a follow-up study be conducted in a year or two to serve as a comparison with the present study.

70 ADULT EDUCATION AND ANOMIA IN RURAL NIGERIA. Odokaro, E.O. In Australian Journal of Adult Education, Vol. 11, No. 1. Apr. 1970. pp. 45-48.

The primary objectives of the study were to determine the relationships of various social and personal factors to adjustment, to identify the attitudes, values and motivations which either facilitate or retard adjustment. The finding will provide guidelines for planning adult education programs for revitalizing the rural people in these war affected areas of Nigeria.

71 **IMPROVED CREW MEMBER TRAINING THROUGH A NEW PHILOSOPHY TOWARD TRAINING. Wood, Milton E. Air Force Human Resources Laboratory, Williams AFB, Ariz. Aug. 1970. 12 p. NTIS (AD-723 313).**

New emphasis on the total learning process is bringing about significant changes in both educational and training communities. The process-oriented, systems approach to training integrates behavioral objectives, media, and instructors in such a way that increased training effectiveness is realized through a greater ability to deal with the learning requirements of the individual student. Based on current United States Air Force efforts to employ and evaluate this general approach to training, new efficiencies in instruction are indicated. This system will provide a basis for defining the characteristics of future UPT multi-media systems. The basic principles inherent in the new-look in training appear to be generally applicable to all phases of crew-member training.

72 INTER-GENERATIONAL SOCIAL MOBILITY AND INDIVIDUAL DIFFERENCES AMONG DUBLINERS. Hart, Ian; O'Sullivan, Bernadette. In Economic and Social Review, Vol. 2, No. 1. 1970. pp. 1-18.

The authors hypothesize that the personal correlates of social success provide an index of social values. This study attempts to discern the personal qualities associated with social mobility among adult males in Dublin. A group of social "ascenders" were individually matched with a group "descenders" and a group of "static" males on educational attainment and marital status, and all were given tests of intelligence, personality and attitudes. Ascenders tended to be more intelligent and less aggressive than descenders, and were slightly more future oriented and slightly more individualistic. But they scored lower than the static group on achievement motivation. The authors suggest that this and the results of other studies may reflect a generally low evaluation placed on achievement in Dublin society.

73 TECHNOLOGY, DIVISION OF LABOR AND ALIENATION FROM WORK. FINAL REPORT. Shepard, Jon M. Kentucky University, Lexington. Apr. 1970. 31 p. NTIS (PB-191-258).

This study investigated the theory that a worker's relationship to technology instills in him identifiable attitudes about work. Using samples of office workers from a bank and five insurance companies, and samples of factory workers from the oil refining and automobile industries, a total of 1,888 workers were divided into (1) office and factory workers in nonmechanized production, (2) machine operators in mechanized production, and (3) operators in automated production. The findings refute the belief that office and factory workers are becoming similar in work, although it is true for craftsmen and nonmechanized and machine-operating clerks. Convergence in attitudes was found among oil refinery monitors and computer operators and software personnel, apparently because automated technology in the office and factory creates some commonality among workers most closely related to the technology.

74 PARTICIPATION AND ATTITUDES OF ASSOCIATE MEMBERS AND COMMERCIAL EXHIBITORS: PRELIMINARY REPORT NUMBER 5. WISCONSIN COUNTY AND DISTRICT FAIR STUDY. Christiansen, John R., And others. Wisconsin University, Madison. Center of Applied Sociology. 1971. 29 p. EDRS (ED 060 453), MF $.65, HC $3.29.

Data were obtained on the activities and attitudes of 48 associate members and 229 commercial exhibitors at county and district fairs. Questionnaires and interviews were used to collect the data. Analysis of the data showed that most associate members had participated in more than one county or district fair in 1970, but less than one-fifth had participated in the Wisconsin State Fair. Commercial exhibitors had exhibits at only one county or district fair, and only 1 in 10 had participated at the state fair or at Farm Progress Days in 1970. The majority of both associate members and commercial exhibitors employed the equivalent of less than two full-time employees for fair work, but some employed the equivalent of 10 or more full-time employees throughout the year for fair work. About one-fifth of all respondents obtained at least 40% of their gross income from fairs. Slightly less than half of the commercial exhibitors spent $250 or more to exhibit at the fairs. Most respondents maintained that elimination of the fairs would have a marked impact upon them. Slightly more than half of the respondents specified changes that they felt should be made to improve fairs--improving the facilities, organization, and administration. Implications of the study results are that two main characteristics must be recognized: (1) fairs are composed of both local and non-local people, and (2) the motives of people involved in fairs may be altruistic or personal.

75 PERSONALITY DYNAMICS IN A MILITARY TRAINING COMMAND AND ITS RELATIONSHIP TO MASLOW'S MOTIVATION HIERARCHY. Trexler, Jerome T.; Schuh, Allen J. In Journal of Vocational Behavior, Vol. 1, No. 3. July 1971. pp. 245-253.

Questionnaire data pertaining to perceived need deficiencies were analyzed to test the concept of a hierarchy of need levels (Maslow's theory). Significant "experimental control" differences were not found until deprivation was experienced by the experimental group.

76 TEACHERS VIEW STUDENTS: AN ATTITUDE ASSESSMENT THROUGH PERSONALITY PROFILES. Kitchin, Willim. In Adult Education, Vol. 22, No. 2. Winter 1972. pp. 136-149.

Evening college faculty members ... had a generally less favorable attitude toward adult students than they had toward their ideal conception of a college student.

1200 Age Difference

77 THE PRODUCTION OF "CHILD-LIKE" WORD ASSOCIATIONS BY ADULTS TO UNFAMILIAR ADJECTIVES. Stolz, Walter S.; Tiffany, Janice. In Journal of Verbal Learning and Verbal Behavior, Vol. 11, No. 1. Feb. 1972. pp. 38-46.

78 A GROUP AND INDIVIDUAL ANALYSIS OF THE RELATIONSHIP BETWEEN AGE AND INFORMATION CHANNEL CAPACITY OF ADULTS. FINAL REPORT. Carpenter, William L. North Carolina State University, Raleigh, Dept. of Agricultural Information. July 1971. 35 p. EDRS (ED 059 437), MF $.65, HC $3.29.

This study was designed to measure adult performance as related to age. Using methodology derived from information theory, information processing ability was measured with the individuals performing as a communication system. Fifty-five school teachers, ranging in age from 20 to 66, served as subjects. In four groups, the subjects judged the sizes of dark squares on a light background in five tests. Images were projected onto a screen, under controlled timing conditions. Performance declined as age increased in four of the tests. In two tests this decline was statistically significant (p .05). It was anticipated that the methodology employed would provide asymptotic values of channel capacity, indicating that maximum information processing capacity had been reached. However, the methodology used did not provide such a measurement. A secondary phase of the study explored individual differences. Eleven subjects exhibited considerable variability, particularly a difference in their ability to judge size of squares and the placement of a dot in a grid pattern. The study confirmed earlier studies indicating some decline in performance with aging but pointed up the abilities of older adults to make precise judgments even under severe testing conditions.

79 AGE STRATIFICATION AND VALUE ORIENTATIONS. Youmans, E. Grant. Paper presented at annual meeting of American Sociological Association, (Denver, Colorado, August 30-September 2, 1971). August 1971. 23 p. EDRS (ED 057 386), MF $.65, HC $3.29.

Value orientations of members of younger and older age strata in two subcultural systems--one urban and one rural--are examined. The author looks at age stratification in a vertical sense (i.e. assessing differences existing between members of younger and older age strata), as well as in a horizontal sense (i.e. comparing the value orientations of younger urban persons with those of younger rural persons, and those of older urban persons with those of older rural persons. Structured interviews were used to collect data from 805 persons who comprised probability samples of men and women ages 20-29 and ages 60 and over living in the selected settings. Although findings varied-across variables, essentially differences were revealed between the younger and older age stratain both geographic areas on such value orientations as authoritarianism, dependency, achievement religiosity, and anomia. Age strata differences are viewed as reflecting social and technological change. Some implications of this social change hypothesis are offered.

80 ADULT ACADEMIC ACHIEVEMENT IN RELATION TO FORMAL EDUCATION AND AGE. Sharon, Amiel T. In Adult Education, Vol. 21, No. 4. Summer 1971. pp. 23-237.

Describes a study which attempted to determine whether there are substantial numbers of adults whose academic achievement is equivalent to that of a representative sample of college students.

81 A STUDY OF THE EFFECT OF AGE ON ACHIEVEMENT IN ADULTS STUDYING ENGLISH IN AN INTENSIVE COURSE. Halladay, Lloyd Irving. University of Michigan. Ph.D. Dissertation. 1970. 161 p. University Microfilms (No. 71-4621).

The purpose of this investigation is to examine the relationship between age and achievement in grammer, vocabulary, aural comprehension, average for these three, and grammer-aural comprehension average in adult students who wished to gain an improved aural-oral proficiency in English during a short period of intensive language study. The relationships between these variables and five descriptive variables amount of education, use of a non-English language, use of English, intelligence, and language aptitude are also examined. The subjects in this study were enrolled in an eight-week course in English at the English Language Institute, The University of Michigan. The study consisted of two samples that were considered separately. Sample A consisted of 530 students divided into eight age groups 19 or less through 50 or more. Sample B consisted of 71 students divided into five age groups 19 or less through 35 or more. Conclusions include: (1) Students under 35 achieve more in most areas than do students between 35 and 44; (2) Students in their 20's rank among the highest in adjusted achievement; (3) Students over 44 make adjusted achievement that compare favorably with much younger students; (4) In Sample A, achievement seems to decline among students under 20; (5) Achievement in terms of final test minus pretest shows no significant correlation with amount of education.

See also: 1120 Mental, perceptual abilities; 4625 Young adults;
4635 Older adults

1260 High School Equivalency Tests & Certificates

82 AN EVALUATION OF THE T.V. HIGH SCHOOL PROJECT OF THE DETROIT URBAN ADULT EDUCATION INSTITUTE AND MICHIGAN BLUESHIELD. Klein, Matthew Aaron. Michigan State University. Ph.D. Dissertation. 1970. 133 p. University Microfilms (No. 70-20,482).

This study investigated whether a home-study course ("T.V. High School") effectively prepared high-school dropouts to pass the General Education Development (GED) test; whether program completion is related to such demographic variables as age, sex, race, education, marital status, and employment status; and whether these factors have any bearing on GED test results. Respondents were also asked about their awareness of equivalency certificates, their educational plans after completing the course, amount of previous adult education, and ideas for improving the course. Dropouts from the course were also asked why they had withdrawn. All respondents were pretested and posttested on GED subtests. Some major findings and conclusions were: (1) "T.V. High School was not effective in preparing persons for the GED test; (2) neither GED success nor withdrawal from the course could be predicted from specific demographic variables; (3) widespread dropout unawareness of equivalency programs indicated that the information services of schools and other agencies are inadequate; (4) current adult education programs were not adequately meeting the needs of high-school dropouts; (5) lack of two-way communication was a major reason for withdrawal from "T.V. High School"; (6) the participants were primarily housewives, which indicated that the hope of reaching the hardcore unemployed was not being realized.

1300 ADULT EDUCATION PARTICIPATION

83 PARTICIPATION IN ADULT EDUCATION IN 1969. INITIAL REPORT. Okes, Imogene E. National Center for Educational Statistics (DHEW/OE), Washington, D.C. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (HE 5.213; 13041 $.60). 1971. 63 p. EDRS (ED 052 453), MF $.65.

The U.S. Office of Education and the Bureau of the Census conducted a joint nationwide study of the people who engaged in adult education activities. By attaching a 12-question Adult Education Supplement to the May 1969 Current Population Survey (CPS), information was obtained about both adult education and the characteritics of the people who do [illegible] do not take adult education. This initial report presents the d[illegible]tained from the sample of the national population who responded to [illegible] three questions which the Census Bureau interviewers used to identify persons eligible to be asked the 12 questions in the Adult Education Supplement. These three questions dealt with age, full-time study, and instructional sources. Responses to the 12-part questionnaire will be published in subsequent report. The statistics presented here were obtained from the household spokesman for individual persons. This report is one that shows multiple participation in various kinds of sources of adult education. The figures presented are based on the scientifically selected representative sample (approximately 105,000 people) used by the Bureau of the Census for national labor force estimates for the monthly CPS.

84 RELATIONSHIPS AMONG TEACHER'S KNOWLEDGE AND APPLICATION OF PRINCIPLES OF ADULT TEACHING AND STUDENT SATISFACTION. FINAL REPORT. Berg, Clay N., Jr. Chicago University, Illinois, Dept. of Education. Dec. 1969. 65 p. EDRS (ED 052 454), MF $.65, HC $3.29.

The nature of the relationship between a teacher's knowledge of certain principles of adult teaching, his application of those principles in classroom practice, and the resultant level of satisfaction reported by his adult students was studied. A group of 1,596 adults in 100 university classes were the subjects. A theoretical framework adapted from Getzels and Houle was employed. A student opinionnaire and a faculty questionnaire, based on Getxels' and Houle's modified list of principles, were used. Data were analyzed by analysis of variance and multiple regression analysis. Conclusions are: (1) The level of a teacher's knowledge of principles of adult education is not significantly correlated with the level of student satisfaction in his class; (2) The extent to which students perceive their teacher's behavior as conforming to actions consistent with certain principles of adult education is significantly correlated satisfaction with their classes is determined significantly by teachers' application of principles related to student motivation.

85 PARTICIPATION TRENDS AND PUBLICITY: PRELIMINARY REPORT NUMBER 4. WISCONSIN COUNTY AND DISTRICT FAIR STUDY. Groot, Hans C., And Others. Wisconsin University, Madison, Center of Applied Sociology. 1971. 61 p. EDRS (ED 060 452), MF $.65, HC $3.29.

The fourth in a series of nine proposed reports on the evaluation of Wisconsin's County and District Fairs, this report has three objectives: (1) to study the relationship among various factors associated with fair and grandstand attendance, the number of exhibitors, and the amount of state aid fairs receive, as well as the amount they pay out in premiums; (2) to identify some of the changes that had taken place in fairs in the past decade or so, and to determine if some of these changes had kept pace with each other; and (3) to study the coverage fairs receive in the state's newspapers and to gather information on advertising expenditures. The results of the study suggest that if the decreasing trends of exhibitors and exhibits is not halted and reversed, then fairs as they are now known will soon be a thing of the past; this decline suggests a general weakening of the educational function and impact of fairs. Solutions offered are: (1) make fairs more youth oriented and involve youth in planning of fairs; (2) construct more multipurpose facilities for year-round use; and (3) consolidate or eliminate State support of some of the smaller, weaker or less successful fairs.

86 ADULT EDUCATION (NIGHT SCHOOL) PROGRAMS IN SELECTED SCHOOL DISTRICTS OF CANADA, 1969-70 SCHOOL YEAR. Board of School Trustees, Vancouver Canada, Dept. of Planning and Evaluation. Board of School Trustees, School District #39, 1595 West 10th Avenue, Vancouver 9, B.C., Canada. April 1971. 16 p.

In this survey, questionnaire data were obtained from directors of adult education in 14 selected school districts across Canada for the 1969-70 school year. These statistical data cover total school-district populations, enrollments and registrations, details on programs and courses, free or partly subsidized courses, and financial arrangements with schools or district boards. (Course and program categories were: Business Management, Effective Communication, Effective Supervision, Miscellaneous Vocational, Adult High School Completion, English for New Canadians, Parent Education, Arts and Crafts, Typewriting, and General Interest.) Appendix A: Mailed questionnaire used by the Vancouver Board of School Trustees. Appendix B: Adult enrollments (1970) in specific course programs, District #6 School Baord, Vancouver, B. C.

87 A STUDY OF VARIOUS KINDS OF EDUCATIONAL GROWTH IN THE GODDARD COLLEGE ADULT DEGREE PROGRAM. Cassara, Beverly Alfretta Benner. Ed.D. Boston University, School of Education. 1970. 245 p. University Microfilms (No. 70-22,499).

The study developed a typology of characteristics of successful students in the Goddard College Adult Degree Program. It was proposed that this typology be used in predicting success ("graduation") or failure (withdrawal from the program) in screening applicants. The program itself was characterized as having the very broad aims of releasing human potential and allowing students to study on a highly individualized basis. Successful students tended to be in the 30-50 age bracket; they had comfortable incomes, preprofessional positions in employment, avocational and leisure interests matching their expressed motives, a desire to develop better interpersonal relations, and goal orientations toward professional careers, service to humanity, and self-actualization. In contrast, program dropouts tended to be under 30 or over 50; this was probably due to correlation of age with goal orientation. In judging ten admissions applications at random, the author was able to predict correctly three dropouts and four graduates. Several program features provide wide latitude for psychological and intellectual growth: extensive counseling, the one-to-one relationship with a professor, a wide choice of instructors, extensive off-campus resources available to students, and the program's residential component.

88 CHARACTERISTICS OF STUDENTS AT THE CONTINUING EDUCATION CENTER. Edmonton Public Schools, Alberta, Canada. A study conducted in January-February, 1971. 1971. 55 p. EDRS (ED 060 428), MF $.65, HC $3.29.

A survey study was conducted to investigate the characteristics of the students at the Continuing Education Center ("Old Scona"). Students at the Center, at three public high schools, and Center teachers participated in the survey. Comparisons of Center students under 21 years of age with grade 12 high school students showed that the Center students were a year and a half older, had more gaps in high school enrollments; had different emphases as to further education goals; were more independent; received more government assistance; were more widely traveled; and showed more dislike of existing educational and social conventions. Two-thirds of the Center's adult students were included in the survey. Most were in their early twenties, and had gaps in their high school enrollments of under six years. The teachers had reservations about their non-adult students, but judged the adult students to be serious and responsible. Three appendixes provide The Paper Survey Form, The Person-to-Person Student Survey, and The Person-to-Person Teacher Survey Form.

89 THE CHARACTERISTICS OF ADULT EDUCATION STUDENTS. Luckham, Bryan. In Studies in Adult Education, Vol. 3 No. 2. Oct. 1971. pp. 118-139.

This study is a by-product of research into the pattern of library and adult education activities in two north-western (British) towns. The factors which appear to determine student characteristics and opinions are seen to be general rather than local.

90 THE PARTICIPANTS: A CLIENTELE ANALYSIS (PART 2). Boshier, Roger. In Australian Journal of Adult Education, Vol. 11, No. 1. April 1971. pp. 20-44.

This article analyzes the clientele of three New Zealand Adult Education institutes. The report deals with the variables that determine the clientele and it has been shown that they are generally fulfilling elitist functions. They have not been reaching those for whom it was originally intended.

Related: 1160 Psychological, personality factors;
1200 Age difference;
1510 Assessing educational needs

1500 PROGRAM PLANNING AND ADMINISTRATION

91 WIN SYSTEMS ANALYSIS: FINAL REPORT AND WIN MODEL. Auerbach Corp., Philadelphia, Pa. April 1971. 135 p. NTIS (PB-199-101).

Based on Auerback's study of the present structures and processes of the Work Incentive (WIN) Program, the Model WIN System is a portrayal of what the program would look like if a number of suggested changes were made. Its purpose is to envision an "ideal" system within reasonable constraints and limitations. This report presents the findings and conclusions of the systems study which was based on information gathered in the review of planning and program documents and in interviews of administrators on the national, regional, state, and project site levels. The report begins with a broad concept of the WIN program and proceeds through the legislative design and management system to the resulting package of services which is delivered to the enrollee. The relationships between the underlying assumptions and the legislation, and between the legislation, the management system, and the visible package of services are traced throughout.

1505 Program Planning and Processes

92 ASIAN REGIONAL SEMINAR ON POLYVALENT ADULT EDUCATION CENTER. THE SHRAMIK VIDYAPEETH: AN EVALUATIVE STUDY OF A POLYVALENT CENTRE. Ministry of Education and Social Welfare, New Delhi, India; United Nations Educational, Scientific, and Cultural Organization, Bangkok, Thailand. Paper presented at Asian Regional Seminar on Polyvalent Adult Education Centre (Bombay, India, Sept. 20-27, 1971). Sept. 1971. 21 p. EDRS (ED 060 443), MF $.65, HC $3.29.

An evaluative review of the Polyvalent Adult Education Centre in Bombay, India, is presented. Objectives of the evaluation include: (1) to assess the extent and type of planning undertaken by the Vidyapeeth in developing a polyvalent approach; and (2) to assess the extent of benefit obtained by the participants. Planning for a course of training began with identification of training needs. The courses devised were largely "non-technical" in nature. An analysis of the planning process with respect to the ten courses offered shows that where the courses were conceived of by the Vidyapeeth the cooperative agencies assumed on the whole a relatively passive role. In the planning stage, several factors were taken into account: (1) the level of the trainee, (2) the relationship of the syllabus to the life conditions of the trainee, and (3) a minimum size for the subunits of a course. The assessment revealed that about half the courses were reasonably well organized and the other half were poorly organized. More careful planning is recommended.

93 DIFFERENCES IN PERCEPTIONS OF PROGRAM PLANNING PROCEDURES. Brady, Henry G.; Long, Huey B. In Adult Education, Vol. 22, No. 2. Winter 1972. pp. 122-135.

A comparison of urban planners and adult educators; "the findings were interpreted as suggesting major differences between the two groups."

94 PARTICIPATION OF THE ADULT LEARNER IN PROGRAM PLANNING. McLoughlin, David. In Adult Education, Vol. 22, No. 1. Fall 1971. pp. 30-35.

This study investigated the influence of participation in program planning on achievement and attitude. Results; adults participating in program planning seem to have more positive attitudes about their educational experiences; no evidence found that participation in program planning affects achievement.

95 A COMPREHENSIVE RESEARCH GUIDE TO AID THE DEVELOPMENT OF NEW CAREERS PROGRAMS IN HUMAN SERVICE. VOLUMES I-IV. New York University, Graduate School of Social Work. n.d. 277 p. EDRS (ED 063 506), MF $.65, HC $9.87.

This 4-volume research guide to New Careers programs, which was derived from personal interviews with approximately 100 respondents in individual and group sessions, is intended to serve a variety of uses, such as: (1) to encourage program planners and operators to utilize research as a means of contributing to problems solving, and (2) to stimulate and assist those researching various aspects of New Careers programs. The contents, which reflect many of the major suggestions and needs expressed by those who are involved in some aspect of New Careers programs, which proposes research studies that deal with considerations necessary for launching a New Careers program, (2) The Design and Operation of New Careers Programs, which proposes research studies that deal with ongoing operational problems of New Careers programs, (3) Assessing the Impact of the New Careers Program, which proposes research studies to assess the success of the total program rather than the effectiveness of individual components, and (4) Implications of the New Careers Program for the Field of Education, which cites areas where research efforts may be applied to planning and operation activities of New Careers educational projects to suit the needs of those served.

1510 Assessing Educational Needs

96 MODIFYING PROGRAMS OF VOCATIONAL EDUCATION TO MEET THE CHANGING NEEDS OF PEOPLE IN RURAL AREAS. INSTITUTE III, FINAL REPORT. Eaddy, Vanik S. Auburn University, Ala.; North Carolina State University. Dec. 1970. 155 p. EDRS (ED 048 975), MF $.65, HC $6.58.

The central purpose of Institute III was to bring together a task force of vocational and related personnel serving rural areas throughout the United States to consider the modification of existing programs to meet the changing needs of rural people. Specific objectives were: (1) to identify and assess the educational and vocational training needs of rural youth and adults; (2) to develop a framework for organizing and developing vocational curriculum, courses of study, and in adult education, completion of college courses in adult education, participation in initial orientation programs, attendance at adult education conferences, and reading of adult education journals. Factors that were not related in a statistically significant manner to a higher professional level score were age, graduation from college, percent of total working time devoted to adult education, participation in in-service training programs, time spent with supervisors, and membership in professional adult education associations.

99 EVALUATION OF COURSES AND PROGRAMS OFFERED UNDER THE AUSPICES OF WAYNE STATE UNIVERSITY AND THE UNIVERSITY OF MICHIGAN AT THE UNIVERSITY CENTER FOR ADULT EDUCATION, DETROIT, MICHIGAN. Dada, Paul O.A. Michigan University, Ann Arbor, Dept. of Community and Adult Education. n.d. 16 p. EDRS (ED 054 398), MF $.65, HC $3.29.

By use of interviews, questionnaires, and observation, the courses and programs offered by the University Center for Adult Education, in Detroit, were evaluated. The courses concerned Communication and Language Art, Environment, Practical Economics, Behavioral Science, Technology, Extension Courses, and Special Events. Evaluation findings show that the Center has failed to some degree in not directing its attention to courses that are job-oriented or problem solving. It is recommended that more energy be expended on the lower echelons of the population rather than on the upper or middle echelons. An additional recommendation is that a one or two days' orientation program for teachers of adults be planned.

100 THE EDUCATIONAL NEEDS OF COMMERCIAL DAIRYMEN IN SELECTED NORTHEASTERN OHIO COUNTIES. Knight, Calvin Dorr. Ohio State University, Columbus, Dept. of Agricultural Education. Master's thesis (abstract). 1970. 8 p. EDRS (ED 053 346), MF $.65, HC $3.29.

The problems of commercial dairymen in northeastern Ohio, their sources of occupational information, and the relationships between their perception of needs and a professional's perception of their needs were studied. Questionnaires designed to assess these needs were mailed to 400 commercial dairymen and 141 professionals. Major problems, as seen by dairymen, were found to be breeding cows and heifers for high production, keeping cows healthy, and providing the right amount and kind of feed. Major problems of dairymen, as seen by professionals, are maintaining a labor supply, financing improvements, and manure handling and disposal. Sources that dairymen rely on for information are farm magazines, the county agent, the Extension specialist, veterinarians, and vocational agriculture instructors.

101 NEEDS AND EXPECTATIONS: AS SEEN BY STUDENTS IN AN ACADEMIC UP-GRADING PROGRAMME. Webb, Bradley M. Oct. 1970. 24 p. EDRS (ED 056 292), MF $.65, HC $3.29.

The purpose of this study is to examine and assess the expectations, needs and opinions of educationally deficient adults on their returning to school for academic up-grading. The hypothesis to be tested is that programs of academic up-grading for adults, which belong to a new field and suffer many of the uncertainties that pervade all fields of education, may be proceeding on wrong assumptions regarding student needs. Respondents were all at grades 9 and 10 equivalencies and were in the third to seventh month of the course of study. A questionnaire was completed by class groups with explanatory assistance being given by the author. In general, the answers to the questionnaire give support to the hypothesis tested.

102 DETERMINATION OF LITERACY SKILL REQUIREMENTS IN FOUR MILITARY OCCUPATIONAL SPECIALITIES. Sticht, Thomas G.; And Others. Human Resources Research Organization, Alexandria, Va. Nov. 1971. 72 p. EDRS (ED 059 026), MF $.65, HC $3.29.

Work Unit REALISTIC was undertaken by the Human Resources Research Organization to provide information concerning demands for reading, listening, and arithmetic skills in selected military occupational specialties and to provide information relevant to the matching of personnel literacy skills to job demands for such skills. This report describes results of research on (1) the relationship between the literacy skills of men in the military occupational specialties and their job proficiency, (2) the reading difficulty level of job printed materials and the extent of usage of these materials by men of different reading ability levels, (3) the extent to which men of differing ability levels ask questions of and listen for job information, and (4) the extent and nature of use of arithmetic by men of differing reading ability levels. Methods are discussed to reduce gaps between personnel literacy skill levels and the literacy demands of the jobs through job-oriented remedial literacy training or by redesigning the job literacy materials. Since reading ability was found to be most highly related to job proficiency, it is suggested that diagnostic, skill-oriented instruments be used for screening purposes. Tables, figures, references, and appendixes are included.

103 NATIONAL ADULT EDUCATION SURVEY. INTERIM REPORT. Murphy, Con. Ministry of Education, Dublin, Ireland. April 1970. 130 p. EDRS (ED 060 446), MF $.65, HC $6.58. Also available from Government Publications Sale Office, G.O.P. Arcade, Dublin, 1, Ireland (6 shillings)

A survey of the needs of the community in the matter of adult education was conducted, and the type of permanent organization that should be set up to serve those needs was determined. Questionnaires, explanatory letters, leaflets, meetings, advertisements, and interviews were used to obtain data. The definition of adult education used was: it is all the educational activity engaged in by people who have broken with full-time continuous education. The survey results are discussed under the following chapter headings: General Needs; Informal Adult

Education; Formal Adult Education; The Function of Voluntary Organizations; Personnel; Buildings and Accommodations; Other Media; Structure; Research; and Finance. Seven appendixes present: Percentage Response from Various Groups Invited to Make Submissions; A Directory of Agencies and Volunteer Bodies Engaged Directly or Indirectly in Adult Education; Industrial Relations; University College Galway, Extra-Mural Programme; the Kellogg Extension Centre, UCD; the Adult Educator; and Submissions Received. Recommendations of this interim report, which is intended only as a guideline include these: that vocational teachers should engage in extension work that teachers and community leaders should make personal contact with adults who need education; that the training of voluntary leaders is of the highest importance.

See Also: 1300 PARTICIPATION PATTERNS OF ADULTS

1550 Determination, Refinements of Objectives, Task Analysis

104 THE ADULT'S JUDGMENT ABOUT SELECTED LEISURE ACTIVITIES. Cundiff, O.W. Virginia Polytechnic Institute, Blacksburg. June 1971. 250 p. EDRS (ED 053 354), MF $.65, HC $9.87.

The central purpose of this study was to determine to what extent views of participation in adult education would be changed if viewed through the eyes of the learner rather than through the eyes of the educator. The study report is comprised of five chapters. Chapter I contains discussions of pertinent literature, problem identification, purposes and implications of the study, and three behavioral measuring devices. Chapter II discusses procedures employed in accepting and developing the behavioral measuring instruments. Chapter III concerns the selection of study subjects, collection of data, and preparation of the data for computer analysis. Chapter IV, which discusses an analysis of data, is organized around a statement of the hypothesis under construction and a description of the statistical treatment used to either support or reject the hypothesis. Chapter V is devoted to a discussion of study conclusions, implications of findings to the field of adult education, limitations of the study, and suggestions for further research.

105 2100 SIXTH FORMERS: A STUDY OF SIXTH FORM BOYS AND GIRLS, WITH PARTICULAR RELEVANCE TO THEIR SUBJECT SPECIALIZATION, EDUCATIONAL AIMS, VOCATIONAL CHOICE AND CAREER PROSPECTS. Barry, M. Kaneti; And Others. Brunel University, London, England. Hutchinson Educational Ltd., 178-202 Great Portland Street, London W1, England (18 Shillings net). 1971. 106 p.

A major objective of the survey was to inquire whether schools are familiarizing their pupils with all existing opportunities for post-school education; also to inquire into the subject choice of respondents and what they saw as their future careers. Respondents to a questionnaire included a preponderance of girls. A major finding showed that sixth-formers were receiving inadequate advice about opportunities for higher study in the further education field. There was a strong desire to enter a university, a lack of knowledge as to alternative courses of study, and a lack of teacher influence on their decision-making. Of the respondents, 35% indicated a desire to take subjects outside the specialist range; this desire was equally prevalent among arts and science specialists. Girls tended to choose health, welfare and educational occupations. In these fields they tended to have lower aspirations than boys, whereas in the fields of arts and science, the level of aspiration was the same for both sexes. The lower proportion of science specialists and the higher proportion of mixed subject specialists among the survey population confirms the trend away from science specialization.

106 ASSIGNMENTS OF NON-PRIOR-SERVICE COLLEGE GRADUATE AIRMEN. Taylor, John N.; Black, Doris. Air Force Human Resources Laboratory, Brooks AFB, Texas. Jan. 1971. 18 p. NTIS (AD-728 624).

Amendments to the Selective Service Act passed in 1967 resulted in a substantial increase in Air Force accession of non-prior-service college graduate airmen. The study was conducted to determine if the assignments given this group related to their academic specialties. Data from a sample group of these airmen revealed that a majority had received assignments in which their academic training could be used. The sample studied was substantially weighted by airmen who entered under the delayed enlistment program.

107 CONTINUING EDUCATION AT THE UNIVERSITY OF CANTERBURY IN NEW ZEALAND. Smyth, Bernard. In ASPBAE Journal, Vol. 5, No. 1-2. Aug-Nov 1970.

Analysis of the objectives of the continuous education program at the University of Canterbury. Emphasis is on the university role as an educating instrument and a re-educating process.

1600 Recruitment of Participants

108 OBJEKTIVIERTE VERHALTENS--UND LEISTUNGSBEURTEILUNG VON AUSZUBILDENDEN AUFGRUND BEWAHRUNGSBEDEUTSAMER FAKTOREN. (OBJECTIVE ASSESSMENT OF THE BEHAVIOR AND PERFORMANCE OF TRAINEES IN TERMS OF CHARACTERITIC FACTORS.) Paper submitted to seminar of the Institute of German Industry on the rationalization of inplant training. Aushildung der Ausbilder, Deutsche Industrieverlagsgesellschaft, Koln, 1970. Materialen zu Bildungs-und Gesellschaftspolitischen Fragen: Folge 31. pp. 31-55, 69-103.

Traditional methods of assessing trainees' achievements based on the results of final apprenticeship examinations are not suitable for the system of training by stages introduced by the 1969 Vocational Training Act. Work was therefore undertaken to prepare a method of continuous assessment. A study was made in 10 large undertakings of Nordrhein-Westfalen, covering three occupations--lathe operator, machinery fitter-assembler and heavy current electrician. Work posts were analyzed by means of (1) a questionnaire addressed to training officers and workers, and (2) observation of the work posts. Analysis showed that there was no typical worker for a given occupation but that persons with specific characteristics did better in a particular work post than others. An assessment form listing 22 factors, including 11 characteristics linked with the work posts, and involving only observable types of behavior, was prepared. It was used on a group of 300 apprentices by specially prepared trainers. It was found that intermediate examination results are insufficient for deciding whether trainees should go on to the next stage and a system of continuous assessment of progress (in both theoretical and practical subjects) is necessary. Trainees' performance and knowledge are accordingly assessed in parallel to their behavior assessment. The trainer has a check-sheet on which are entered all marks obtained in practical exercises, related instruction, practical intermediate examinations (in the undertaking) and in theoretical intermediate examinations.

109 DEMONSTRATION, DEVELOPMENTAL AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS: GEORGIA STATE MODULE. FINAL REPORT. Orr, Thelma P.; Yeatts, Pearline. Morehead State University, Kentucky. June 1970. 109 p. EDRS (ED 054 417), MF $.65, HC $6.58.

The major purpose of the Georgia State Module was to demonstrate and investigate effective recruiting methods for Adult Basic Education (ABE) classes in the Appalachian Region of Georgia. In order to better understand the strengths and limitations of recruiters with differing backgrounds, this project utilized college students, lay persons, volunteers and Adult Basic Education teachers as recruiters. It was found that of the recruiting groups those who were responsible for the implementation of the program had the greatest retention. The college student recruiter was not successful in dealing with this population. Better than 80% of those students enrolled by the ABE teacher-aide recruiter and/or the ABE teacher recruiters remained in the program. The increase in local and state interest is apparent by the expressed desire to expand the program by the increase of materials and by their active participation in the program as consultants. The participants in ABE classes in the target area numbered 89 in FY 68, 199 in FY 69, and 608 in FY 70. Thus, the number of participants in the classes has increased by threefold.

110 SELECTED SOCIO-ECONOMIC, EDUCATIONAL, AND PERSONAL CHARACTERITICS AND IDENTIFIED INFLUENCING FACTORS ASSOCIATED WITH DROP OUTS IN ADULT BASIC EDUCATION. Price, William Norman. Arizona State University. Ed.D. Dissertation. 1970. 194 p. University Microfilms (No. 70-21,962).

The study surveyed the socioeconomic, educationa, and personal characteristics of 283 adult basic education (ABE) students in the Corona Evening High School, Corona, California; investigated differences in these characteristics between the ABE dropouts and those who continued; identified influential factors which might distinguish between dropouts and continuing students; and determined differences in these factors between the two groups. No relationships were found between ABE student characteristics and the act of dropping out or persisting, but certain influential factors did emerge. The following were significantly associated with continuance and completion: (1) favorable attitudes and feelings on the part of parents, spouse, boy friend, or girl friend; (2) frequent church attendance; (3) accomplishment of one's educational objectives. It was also found that persisters were pleased with their present community of residence while dropouts were not.

111 AN EVALUATION ORIENTATION AND ASSESSMENT EFFECTIVENESS IN THE WORK INCENTIVE PROGRAM. Bryand, Rora L.; Showalter, John M. In Journal of Employment Counseling, Vol. 8, No. 2. June 1971. pp. 59-64.

The results of the study confirm the expectation that fewer enrollees who complete the pre-test orientation and work-sampling would withdraw from subsequent components of a Work Incentive Orientation and Assessment Program. The program's flexible structure allows time for individual attention to work adjustment problems as they occur.

112 AN INSTRUMENT AND CONCEPTUAL MODEL FOR THE PREDICTION AND DIAGNOSIS OF DROPOUT FROM EDUCATIONAL INSTITUTIONS. Boshier, Roger. Victoria University of Wellington, New Zealand. Monographs in adult education. Feb. 1971. 28 p. EDRS (ED 051 452), MF $.65, HC $3.29.

This paper describes Personality and Educational Environment Scales (PEES) and a self-concept theoretical model, used in diagnosing dropout from adult education classes. A dropout was defined as a person who after being present for session 1 or 2 was absent from the midpoint session and four successive sessions. The PEES form, measuring the student's rating of himself, his lecturer, the other students, and his ideal self, as well as his reasons for giving up the courses. A total of 948 PEES were received from persisters and 326 from dropouts. A factor analysis was performed on the data obtained from the PEES, and mean scale ratings were obtained; a matrix of over 13,000 mean scale and discrepancy ratings were produced. The findings of the study show that low discrepancies (or assumed self/other similarities) are associated with persistent behavior, whereas dissimilarity (or high discrepancy) is associated with dropout.

113 PEER RATINGS AS PREDICTORS OF SUCCESS IN MILITARY AVIATION. Wahlberg, James L.; And Others. Human Resources Research Organization, Alexandria, Va. March 1971. 19 p. EDRS (ED 050 338), MF $.65, HC $3.29.

Three experimental peer rating forms were developed for use in research in prediction of the aviation training performance criterions --completion/attrition--from the training program for Aviation Warrant Officer Candidates at the U.S. Army Helicopter School. This paper describes the construction of the ratings, the "Potential Aviator Rating" forms, and compares the validity of these forms with the Contemporary Evaluation Form (CEF) used by the U.S. Army Helicopter School. The basic comparison involved validity between absolute scale and ranks. The original validity coefficients were sufficiently high to anticipate that the use of peer ratings any increase predictive accuracy in a multivariate system.

114 PREDICTING DROP-OUTS IN ADULT EDUCATION COURSES. Sainty, Geoffrey E. In Adult Education, Vol. 21, No. 4. Summer 1971. pp. 223-230.

Describes an experimental study whose aim was to establish criteria and a method for predicting drop-outs and completions in adult education courses.

115 SURVEY OF PSYCHOLOGICAL TESTS AS PREDICTORS OF TRAINING AND JOB SUCCESS. Howe, M. S.; Craig, J. D. In Personnel Practice Bulletin, Vol. 26, No. 4. Dec. 1970. pp. 246-252.

A survey in 1969 obtained information concerning Australian experience in the use of psychological tests to predict success in training and on the job. It showed that there is a tendency to rely on subjective impressions as to the predictive significance of test results; it would seem that comparatively few test users carry out any systematic study of the validity of the tests they use. There were two main reasons for this: first, there is a difficulty of obtaining satisfactory criterion measures (output per unit of time, supervisors' ratings, labor turnover?); and secondly, the difficulty of transposing performance data into appropriately quantified form and in applying statistical methods to establish the relationship between these data and test results. The survey revealed that many of those using tests in Australia are using what amounts to the same test battery and many are using it to predict performance in what amounts to the same test battery and many are using it to predict performance in training or on the job with the same occupations. There would seem to be much to be gained from an exchange of information between test users and to be a strong case for the greater use of standard statistical procedures and standard terminology.

116 THE RELATIONSHIP BETWEEN TEACHER PROPHECY AND TEACHER VERBAL BEHAVIOR AND THEIR EFFECT UPON ADULT STUDENT ACHIEVEMENT. Blakey, Millard Lee, Ph.D. Florida State University. 1970. 92 p. University Microfilms.

Contrary to generally accepted teaching objectives, evidence exists that negative teacher attitudes may impede intellectual development. This study investigated the relationship of student achievement to teacher prophecies and teacher verbal cues to adult students, and between verbal cues and actual prophecies. Four groups, each with four control and four experimental subjects, were randomly chosen from a large metropolitan adult basic education center in a southeastern state. Four of the seven available teachers were assigned to them. Two teacher aides made tape recordings and anecdotal notes. Four observers used Flanders' Interaction Category System to monitor teacher/student interactions. Jastak and Jastak's Wide Range Achievement Test was administered before and after the ten-week study period. Results indicated that a teacher's preconceived notions of a student's achievement potential will influence the rates and kinds of interaction with students; and that communication bias cannot be explained through verbal cues alone.

117 AN EVALUATION OF METHODS FOR PREDICTING JOB PERFORMANCE OF PERSONNELMEN. Thomas, Patricia J. U.S. Naval Personnel and Training Research Laboratory, San Diego, Calif. NTIS (AD-731-986). Sept. 1971. 19 p.

The Personnelman (PN) Rating was the subject of a recent study in which selection test scores were found to correlate satisfactorily with school grades. The purpose of this followup study was to determine whether correlations exist between selection test scores and job performance measures, and whether the experimental tests taken by PN students in school are related to performance in the PN rating. Performance evaluations were obtained for PNs, six months after graduation, from the report of enlisted performance evaluation and from an experimental Personnelman Supervisor's Questionnaire. Basic test battery scores, experimental test data, and school grades were validated against these criteria. Comparisons were made among four samples of graduates and between fleet and recruit input to the schools. Peer rating, instructor's ratings, and final school grades (FSG) were related to job performance.

118 THE OTHER GENERATION GAP: ADMISSIONS PROCEDURES FOR ADULT STUDENTS. Waters, Elinor. In Journal of College Student Personnel, Vol. 12, No. 6. Nov. 1971. pp. 464-466.

The survey has found that admissions procedures for adults are generally not handled in any special way. The author believes that as long as adult students constitute a growing minority group on campuses, they need special visibility and concern.

1700 Retention

119 FINDINGS OF A DROP-OUT PREVENTION STUDY OF THE SPARTANBURG CITY SCHOOLS AND RESULTANT RECOMMENDATIONS. FINAL REPORT. Easley, Edgar M. CES/Communication and Education Services, Inc. Spartanburg County School District 7, S. C. Oct. 1971. 72 p. EDRS (ED 060 462), MF $.65, HC $3.29.

A study representing a new level of involvement in the problem of dropout prevention is presented. The point is made that a dropout generally is a person who does not see his public education as related to his particular needs or goals. Recommendations of the study are: (1) Establish a regularized school-community input and feedback system to enable parents, students and community persons to provide both input and feedback related to curriculum and teaching methodologies; (2) Institute a comprehensive and coordinated pre-school program to diagnose, remediate, and alleviate learning difficulties in pre-school children; (3) Provide experiences to ease the transition from elementary to junior high schools; (4) Introduce added vocational majors and courses into the high school and added academic offerings into the vocational school; (5) Establish a comprehensive Secondary Academy and Adult Education center to afford opportunities for students 17 years of age or older to attend classes that would earn high school credit; and (6) Change the class organization for the junior and high schools to allow small groups of students to progress throughout their secondary school program with the same homeroom teacher, core-subject teachers and the same counselor.

1750 Counseling, Guidance

120 INCREASING THE EMPLOYABILITY OF APPLICANTS IN PROFESSIONAL OCCUPATIONS. AN EXPERIMENTAL AND DEMONSTRATION PROJECT IN BOSTON LABOR MARKET. FINAL REPORT. Horowitz, Morris A. Sept. 1968. 145 p. NTIS (PB-199 179).

The purpose of this project was to demonstrate that individualized intensive services through the use of special diagnostic techniques, remedial services, and intensive job development would increase the employability of professional job applicants not other wise readily competitive in today's job market. Procedures were developed for the selection of an experimental (274) and a control group (285) of hard-to-place unemployed professionals; and plans were evolved for giving special, intensive services to the experimental group. After four months of service, all applicants were sent a questionnaire. A significantly larger percentage of the experimental group returned usable questionnaires; this group was overwhelmingly (95%) satisfied with the service, had a higher rate of employment, and were more satisfied with their jobs. A second questionnaire was sent after eight months, designed to find any change in employment status. Again, there was a better response from the experimental group; findings of the previous questionnaire were confirmed by the second questionnaire.

121 CAMP COUNSELOR INFLUENCE OF THE 4-H JUNIOR CAMP NATURE STUDY PROGRAMS AT CAMP OHIO. Hothem, Paul R. Ohio State University, Columbus. Cooperative Extension Service. Abstract of a field study. 1971. 6 p. EDRS (ED 053 345), MF $.65, HC $3.29.

The amount of interest camp counselors have in nature study and the degree to which counselors might be responsible for the lack of enthusiasm on the part of the campers were studied. Each counselor from 11 junior 4-H camps held at Camp Ohio during 1970 completed a questionnaire during the last 24-hour period of his (her) respective camp. It was found that the attitude and interests of counselors were keys to the success of any 4-H camping program. It was concluded that the most basic needs for an increased interest in nature study by junior campers were greater interest in nature programs by counselors and agent-directors, and training of counselors.

122 COUNSELING IN PROBATION AND PAROLE: A RESEARCH REPORT. FINAL REPORT. Marx, George L.; And Others. Maryland University, College Park. August 1969. 167 p. EDRS (ED 053 275), MF $.65, HC $6.58.

Individual and group counseling treatment modes were used by the Probation Office of District Court of the District of Columbia to ascertain whether clients with a particular personality responded more to one treatment plan than to another. In the first of two related counseling experiments, data from four personality instruments were analyzed for 87 clients who were randomly assigned to two groups. For the second experiment, 122 clients were assigned to individual counseling, group counseling, or the control group. The results of the experiments showed that it was not feasible to assign clients to a particular treatment mode based upon personality traits. Statistical data, a client progress form, and a bibliography are appended.

123 UNDERSTANDING THE WORK MILIEU AND PERSONNEL IN DEVELOPING CONTINUING EDUCATION FOR REHABILITATION COUNSELORS. STUDIES IN CONTINUING EDUCATION FOR REHABILITATION COUNSELORS. Miller, Leonard A.; And Others. Iowa University, College of Education. June 1971. 108 p.

EDRS (ED 053 396), MF $.65, HC $6.58.

The objectives of the project are reviewed (1) to develop demographic data on rehabilitation counselors and supervisors in state and federal agencies, as well as on their work milieu and certain perceptions, (2) to inventory the kinds of continuing education experiences being provided to practicing rehabilitation counselors, and (3) to test an experimental approach to continuing education. This second report presents the data gathered in pursuit of these objectives. Personal educational, experiential, professional and attitudinal characteristics of counselors and supervisors are presented. The final sections concern (1) the relationship of counselor characteristics to voluntary participation in an experimental program of continuing education, and to satisfaction with the program's learning units, and (2) the relationship of counselor training and experience to counselor knowledge and counselor participation in the experimental program (as measured by learning units completed during the first 5 months of the project year).

124 CAREER COUNSELING AND FOLLOW-UP STUDY, SPRING 1971. Pacific Heights Adult School, San Francisco, Calif. 1971. 43 p. EDRS (ED 059 461), MF $.65, HC $3.29.

This follow-up study of participants in the Career Workshop of the Pacific Heights Adult School is based on 117 responses to 453 questionnaires mailed in the Spring of 1971. Responses were analyzed by categories and numerical responses to the questions asked. The categories were: age, education, employment, occupations, occupations and education, years on job, different jobs, student use of other services, and positive and negative statements. Results of the study show: (1) more women than men seek counseling; (2) the Career Workshop is the only counseling available to many adults; (3) there is a movement from job to job by those of high school and college experience, with both seemingly working in the same occupations; (4) the Career Workshop is of great value to adults of all educational levels. Three appendixes contain: A. Statement of the Problem; Questionnaire Schedule; B. Tables of participants' responses; C. Evaluation--Career Workshop 1971. The schedule for the eight meetings of the workshop concludes the report.

125 TESTING, COUNSELING AND SUPPORTIVE SERVICES FOR DISADVANTAGED YOUTH. Gordon, Jesse E. Michigan University, Ann Arbor, Institute of Labor and Industrial Relations. HC available from Publications Office, Institute of Labor and Industrial Relations, P. O. Box 1567, Ann Arbor, Michigan 48106 ($4.00). 1969. 263 p. EDRS (ED 052 330), MF $.65.

Since the passage of the Manpower Development and Training Act of 1962 (MDTA), the Department of Labor has funded over $30 million worth of experimental and demonstration (E and D) projects in an effort to discover some new directions for dealing with the unemployment problems of disadvantaged youth. To evaluate the effectiveness of these and similar projects and to chart a course to follow with future programs, this report reviews the nature of these projects in terms of assessment, counseling, and supportive services to disadvantaged youths. Specifically, the report seeks to identify the new knowledge and techniques which are innovations in working with disadvantaged youth and to determine the implications for future policies, programs, and strategies. The major sections of the report are: (1) Introduction, (2) Assessment, (3) Counseling, (4) Supportive Services, (5) Summary of Recommendations for Programs, Plans, and Policies, and (6) Appendix.

126 IS EMPATHY EAR-TO-EAR OR FACE-TO-FACE? Dilley, Josiah; And Others. In Personnel and Guidance Journal, Vol. 50, No. 2. No. 1971. pp. 188-191.

This study compared the empathy ratings of trained and untrained counselors in different situations: counseling by telephone, in a confessional type arrangement, and face to face. Although trained counselors scored significantly higher empathic understanding ratings than untrained counselors, there was little difference among the ratings for the three methods used.

127 UNDERSTANDING THE WORK MILIEU AND PERSONNEL IN DEVELOPING CONTINUING EDUCATION FOR REHABILITATION COUNSELORS. STUDIES IN CONTINUING EDUCATION FOR REHABILITATION COUNSELORS. Miller, Leonard A.; And Others. Iowa University, Iowa City, College of Education. June 1971. 108 p. EDRS (ED 053 396), MF $.65, HC $6.58.

The objectives of the project are reviewed: (1) to develop demographic data on rehabilitation counselors and supervisors in state and federal agencies, as well as on their work milieu and certain perceptions; (2) to inventory the kinds of continuing education experiences being provided to practicing rehabilitation counselors; and (3) to test an experimental approach to continuing education. This second report presents the data gathered in pursuit of these objectives. Personal, educational, experiential,professional and attitudinal characteristics of counselors and supervisors are presented. The final sections concern: (1)the relationship of counselor characteristics to voluntary participation in an experimental program of continuing education, and to satisfaction with the program's learning units; and (2) the relationship of counselor training and experience to counselor knowledge and counselor participation in the experimental program (as measured by learning units completed during the first 5 months of the project year).

128 A STUDY OF THE RELATION BETWEEN GROUP AND INDIVIDUAL COUNSELING SUPERVISION AND THREE RELATIONSHIP MEASURES. Lanning, Wayne L. In

Journal of Counseling Psychology, Vol. 18, No. 5. Sept. 1971. pp. 401-406.

The results yielded little evidence that the two methods of supervision were significantly different. More than half of the variance in how a trainee expected to be perceivd by his clients was accounted for by knowing how he perceived his supervisor.

129 DEMONSTRATION, DEVELOPMENTAL AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS. COUNSELOR AIDES; VIRGINIA STATE MODULE. FINAL REPORT SERIES. Morehead State University, Kentucky, Appalachian Adult Basic Education Demonstration Center. Sept. 1970. 73 p. EDRS (ED 054 412), MF $.65, HC $3.29.

The Counselor-Aide Program is implemented by paraprofessionals working cooperatively with a certified counselor, in an effort to raise the economic level of the adults in Carroll County, through an improvement in the educational level of achievement. Approximately 800 contacts have been made since September 1, 1969, including new contacts and follow-ups. Several have returned to adult basic education calsses; other have expressed a desire to enroll when classes resume in the fall of 1970; and still others have since earned the high school equivalency certificate. Upon rating the duties and responsibilities of the counselor-aides, it was revealed that there was poor communication between the employment office and personnel managers in industry and the counselor aides, in an effort to secure names of prospective Adult Basic Education students. Home visits and presentation of Adult Basic Education programs to civic groups produced the most interest and participation. Two main causes for withdrawal from classes were: (1) earned G.E.D. Certificate, (2) classes conflicted with shift-work schedule.

130 BASIC EDUCATION AND E.S.L. COUNSELING IN THE WORK INCENTIVE PROGRAM. A SUMMARY. Perez, Armando. Los Angeles City Schools, California. 1970. 34 p. EDRS (ED 055 275), MF $.65, HC $3.29.

This reprot is an attempt to summarize some of the concerns and problems of the Work Incentive Program of Los Angeles. The educational counseling component of the program, Division of Adult Education, has as its major objective to maximize the opportunities of the WIN enrollee, who is encouraged to educationally advance himself vocationally and/or academically. Student questionnaires were distributed; a teacher survey was conducted; and statistical data on the classes were collected, in order to screen out the problems and concerns of this program. These were found to include the following: lack of student-teacher communication concerning vocational goals, lack of student motivation, varied abilities of students placed within the same classrooms, and personal and/or financial problems of students. The conclusion drawn from all the data collected is that the success of the program depends largely on the placement of students into vocational and on-the-job training programs, getting closer to job placement and off the welfare rolls.

131 CORRELATES OF COUNSELING EFFECTIVENESS IN EMPLOYMENT INTERVIEWERS. Britton, Jean O.; Thomas, Kenneth R. In Journal of Employment Counseling, Vol. 8, No. 2. June 1971. pp. 91-95.

The data of the study indicated that the younger, less experienced interviewers were more effective in their counseling behavior than were the older, more experienced interviewers. Because of increased levels of rigidity and decreased levels of performance, training supervisors should not neglect the needs of older, more experienced personnel.

132 GUIDANCE AND COUNSELING PROJECT FOR ADULT BASIC EDUCATION: OFFICE OF EDUCATION -- REGION VI. FINAL REPORT, FY 1970. Texas University, Austin, Division of Extension. July 1970. 518 p. EDRS (ED 051 492), MF $.65, HC $19.74.

This report constitutes the final activity for the Special Project in Guidance and Counseling, Region VI, for Fiscal Year 1970. Major objectives of the second year of operation of the project were: (1) to implement, in two pilot centers in each state, an experimental guidance and counseling program for Adult Basic Education (ABE) as developed by the project in FY 1969; (2) to evaluate the effect of the guidance and counseling project on the total ABE program in the respective pilot centers; (3) to provide extensive in-service training for counselors and teachers in each of the pilot centers; (4) to encourage and assist the state ABE departments in promoting and implementing local guidance and counseling in-service programs for teachers and counselors; (5) to conduct an in-depth, three-week professional counselor-training institute for ABE counselors in Region VI (funded by other sources); and (6) to publish the results of the combined two-year Guidance and Counseling Project and provide liaison with other USOE Regions in an attempt to encourage national efforts in guidance and counseling for undereducated adults. The organization of this report follows the pattern of the objectives. A statement of objectives for FY 1971, the third year of the project, concludes the report.

1850 Administration

133 A PROCEDURE FOR DETERMINING RELATIONSHIPS BETWEEN ADMINISTRATIVE EFFICIENCY AND EDUCATIONAL EFFECTIVENESS AS BOTH ARE PERCEIVED BY CALIFORNIA PUBLIC ADULT SCHOOL DIRECTORS. Moore, Richard Stanley.

University of California (Los Angeles). Ph.D. Dissertation. 1970. 144 p. University Microfilms.

Using a questionnaire survey, the author examined and reported on relationships between administrative inputs and educational outputs generally, and within specific categories of each, as perceived by 221 administrators of public adult schools. School administrative efficiency was measured by averaging out the extent of problems found in the specialized operational areas of staff, program, community relations, student relations, facilities, finance, and evaluation. Educational effectiveness was defined and measured in terms of how fully community educational needs were being met through the specialized programs: adult basic education, general academic education, citizenship, short-term job training, parent and family life education, civil defense, health and safety, leadership training, community problem-solving, public events, counseling and guidance, and special programs for older adults and the handicapped. Some major findings were: (1) overall educational effectiveness correlated strongly with overall efficiency; (2) efficiency in program planning, student relations, and evaluation was significantly related to effectiveness in all program areas except three (parent and family life education, citizenship, general education); (3) efficiency in staffing, financial administration, and community relations was not significantly related to effectiveness in most educational programs; (4) efficiency in regard to facilities was not significantly related to effectiveness in any program area.

2200 LEARNING ENVIRONMENTS

2210 Community Education and Development

134 A COMMUNITY POWER STRUCTURE: A METHODOLOGICAL ANALYSIS AND COMPARISON. Given, C. William; Mitchell, John B. Ohio Agricultural Research and Development Center, Wooster. June 1971. 20 p. EDRS (ED 052 425), MF $.65, HC $3.29.

This study attempts to analyze and compare the structure of influence in two rural communities in southern Ohio with population centers of less than 10,000 inhabitants. (For a study of one of the communities only, see AC 010 451) The two communities are studied as to reputed influentials, the business and economic subsystem, the civic organizational subsystem, the educational subsystem, and the governmental subsystem. A comparison of the two communities as to influence structure revealed both similarities and differences. One community, Riverview (a pseudonym) had a structure of influence directed by community influentials; in the other community, Newton (a pseudonym), the reputed community influentials, with one exception, seemed neither to be the source of influence nor closely allied to influential units of the community. Conclusions are that: (1) the reputational technique makes it difficult to locate and identify socially and geographically removed individuals, emerging influentials, and influentials no longer active in community decision making; (2) the social system as a conceptual tool is useful as a theoretical framework from which to analyze the structure of influence; (3) the vertical system concept is a useful tool in analyzing extra-community based influence; and (4) the two communities exhibit characteristics similar to larger ones.

135 DEMONSTRATION, DEVELOPMENTAL AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS: SOUTH CAROLINA STATE MODULE. DEVELOPMENT OF CAREER AND EDUCATIONAL LADDERS BETWEEN INDUSTRY AND INSTRUCTIONAL AGENCIES. FINAL REPORT. Morehead State University, Kentucky. Sept. 1970. 36 p. EDRS (ED 054 424), MF $.65, HC $3.29.

This project is a demonstration to show the value of a communication catalyst in the formation of a cooperative manpower development center, including a Technical Education Center, an Area Vocational Center, and Adult Education Centers. The communication catalyst is the chief communication link between community employment resources and the educational resources equipped to provide training and preparation to individuals entering or re-entering the labor force. The catalyst compiles the needs of a specific area related to unfilled and anticipated job requirements and serves as the medium for transferring these data to appropriate educational resources in the area. These needs will then be translated into action programs by the educational institutions. In Phase I the information has been gathered with some degree of success and is being disseminated to educators and employers. The findings of Phase I and the direction planned for Phase II are the contents of this report.

136 TITLE I, HIGHER EDUCATION ACT OF 1965: ANNUAL AMENDMENT TO THE TENNESSEE STATE PLAN FOR COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS FOR FISCAL YEAR 1972. Tennessee University, Knoxville, State Agency for Title I. July 1971. 28 p. EDRS (ED 053 351), MF $.65, HC $3.29.

The State Agency for Title I in Tennessee completed a demonstration research project on the identification of community needs in the state in 1966. It was the purpose of this project to demonstrate at least two things: (1) a means of identifying community problems, (2) a method of opening channels of communication between professionals and lay citizens. Interviews were conducted of people who could define problems and identify those most in need of solutions. Representatives of 14 institutions of higher education collected data. Major problem areas were employment, youth opportunities, governmental leadership, and poverty. It was concluded that there were certain causal factors underlying community problems identifying conditions which should be considered in the development of a statewide, comprehensive coordinated system of community service and continuing education programs.

137 INSTRUCTIONAL PROGRAMS IN THE ADULT EDUCATION APPROACH TO COMMUNITY DEVELOPMENT. Hiemstra, Roger P. Paper presented at the Adult Education Association Annual Conference (Des Moines, Iowa, November 11, 1968). Nov. 1968. 18 p. EDRS (ED 056 286), MF $.65, HC $3.29.

A survey was conducted to determine what programs or courses are offered by various universities in community adult education. In addition, the type of curricula need and the job of training professionals for community adult education positions were also studied. Of the 16 universities quieried, 11 responded. Two of the most pertinent courses were found at the University of Michigan and Columbia University, entitled "Leadership in Community Education" and "Community Development as an Educational Process," respectively. A description of the 13 reported courses are presented in Appendix III. The number of courses being offered in the universities contacted are found to be insufficient. Suggestions of possible additions to existing courses or as entirely new course offerings are: (1) A study of the conflict and its relevance for community adult education; (2) The use of the "Ombudsman" approach to evaluation, consultation, and problem solving; (3) The role of the outside audit in assessing and planning for community development and change; (4) An educative involvement in a community; and (5) The use of technology in community development work. Appendix II is a listing of Universities and Instructors to which Request Letters Were Sent. An eight-item bibliogaphy is provided.

138 HETEROGENEITY OF THE MICRO-NEIGHBORHOOD AS IT RELATES TO SOCIAL INTERACTION. Knapp, Edward K. Available from the Cooperative Extension Service, University of Massachusetts, Amherst, Mass. 01002 (Publication No. 38). 1969. 60 p.

Conducted in a small city (Greenfield, Mass.), this study tested the hypothesis that, in a condition of close residential proximity (a microneighborhood), people residing in similarly valued dwellings will interact socially more than people in differently valued dwellings. Common social activities, social distance, and satisfaction with neighbors were the dependent variables pertaining to social interaction. Homogeneous neighborhoods were defined as those in which both the respondent's abutting neighbors had assessed property valuations within 10% of the respondent's own. Heterogeneous neighborhoods had one or more abutting neighbors with assessed valuations at least 40% above or below the respondent's property. Intermediate situations were labeled neutral. Within the highly selected sample, variations in house value were not associated with variations in the three interaction variables. Findings failed to support the common belief that occupants of neighborhoods with mixed-value housing will interact socially less than those in more similar housing; there was even a slight suggestion to the contrary. Implications were noted for the construction and development of new community.

139 SUCCESS FACTORS OF SELECTED ORGANIZED COMMUNITY CLUBS IN MIDDLE TENNESSEE. Luna, Roy M.; Dotson, Robert S. Tennessee University, Knoxville, Agricultural Extension Service. Dec. 1971. 21 p. EDRS (ED 058 516), MF $.65, HC $3.29.

A study was made of eight former Area Winning Community Clubs in Middle Tennessee. Sixteen club representatives and five County Agents were interviewed for the purpose of identifying and describing certain factors that contribute to the organization and continuation of community clubs. The study revealed that every primary reason for original organization and/or continuation came from within the group that constituted the club. The most important single reason for the above, as viewed by club representatives and agents, was that the community as a whole was interested in a specific project and felt that through group action their goal could be more easily attained. The primary reason for continuation of organization over time was because of a desire for recreation and fellowship which could be enjoyed by the group. The community improvement program was shown to be an important channel for Extension teaching. During the orginal organization year, the projects undertaken initially were usually simpler, less expensive, and required less time to complete than in later years.

140 SOME TRENDS IN COMMUNITY SERVICES PROGRAMS IN COMMUNITY COLLEGES IN THE UNITED STATES: A QUANTITATIVE ASSESSMENT AND SOME QUALITATIVE VIEWS. Compton, J. Lin; And Others. 1970. 53 p. EDRS (ED 043 322), MF $.65, HC $3.29.

The broad range of information presented in this study suggests the current status and potential directions of community-junior colleges' community services programs. Data was obtained from 301 responses to a questionnaire sent to all 784 junior colleges listed in the AAJC 1970 directory as having such programs. The areas of concern and some of the information obtained can be seen in the following. Of initial concern was a description of community services directors, deans, and coordinators. Age, highest educational degree obtained, areas of academic preparation, and professional association affiliated were established. Next, opinions of these administrators about the most often consulted professional literature, leading community programs, and leading experts in the field were ascertained. Looking at institutions, enrollment and enrollment changes; number of off-campus programs, personnel, and advisory groups; accreditation status; program acceptance by the college community; and, staff increases and needs are viewed. Important sources of income, their relative importance, and community service budget changes give a budgetary perspective. In the future most respondents foresee increasing community involvement and financial support as priority needs.

See also: 5280 Literacy Education -- Foreign; 5500 Community Services and Programs; 6700 Agriculture, Home Economics; and 7150 CROSS-CULTURAL EDUCATION

2230 Rural Communities

141 A STUDY OF ECONOMIC CONSEQUENCES OF RURAL TO URBAN MIGRATION, FINAL REPORT. VOLUME I. Price, Daniel O. Tracor, Inc., Austin, Texas. Dec. 1969. 368 p. NTIS.

This is the first volume of a three-volume study that examined the types of people who are better off by moving from a rural to an urban area and considered possible intervention in the rural-urban migration process. The population for the study was composed of Mexican-Americans who migrated from South Texas to San Antonio and Chicago, Negroes who moved from Yazoo County, Mississippi to Chicago, and Anglo-Americans who migrated from Butler County, Kentucky to Louisville and Indianapolis. Interview were conducted with rural residents and with migrants from rural areas to specified urban areas. Male Anglos and Mexican-Americans were interviewed and both male and female Negroes were interviewed because of the unusual economic role of the Negro female. Volume I contains a summary of the program, plan and design of the research project, and an index.

142 AN EVALUATION OF INSTRUCTIONAL INNOVATIONS FOR ADULT AGRICULTURAL EDUCATION IN FARM BUSINESS MANAGEMENT. Leske, Gary Warren. University of Minnesota. 1970. 203 p. University Microfilms (No. 71-8176).

The author developed and evaluated two prototype systems of electronic farm recordkeeping for providing cash-flow data, income tax information, and analysis information comparable to the Minnesota Vocational Agriculture Farm Business Analysis. The monthly prototype system used the electronic farm record service forms to input expense and receipt information; the check system used a check voucher and Miscellaneous Receipt form. Both systems required the use of several additional input forms. Instructional materials were prepared to explain and illustrate input procedures. Some findings and conclusions were: (1) as expected, availability of monthly income and expense information was a positive factor favoring both prototypes: (2) despite the instructional materials, many farmers found certain features of the prototype systems (including correction of mistakes) unduly complicated compared to the account-book system; (3) in several procedural areas, the relative merits of the prototypes and the old method were simply a matter of personal preference; (4) the prototypes did not require much more time than the old system; (5) complete records demand considerable farmer effort; (6) not all farmers should use an electronic farm record system as complete as the prototype systems.

See also: 5280 Literacy Education -- foreign; 5500 Community Services and Programs; and 6700 Agriculture and Home Economics

2240 Urban Environments

143 DEVELOPMENT OF METROPOLITAN(CITY III) MODEL. FINAL REPORT. House, Peter. Envirometrics, Inc., Washington, D.C. June 1970. 38 p. EDRS (ED 048 774), MF $.65, HC $3.29.

CITY III, a computer-assisted simulation model to be used in the study of complex interactions and consequences of public and private decision-making in an urban setting, is described in this report. The users of the model, with the help of a computer, become public and private decision-makers in a simulated city and, by interacting with one another in dynamic situations, change the city. From 30 to 200 students may participate in running one of five "real" cities with populations ranging from 10,000 to 1.5 million. The CITY III model has three interrelated sectors government, with an executive and councilmen who plan city growth, prepare budgets, and set tax rates; economic, in which private property owners and businessmen develop and operate eleven land uses of various densities; and social, in which woekers and residents in three socioeconomic classes vote, allocate their time and boycott stores and jobs. The report traces the history of mathematical models in the social sciences and delineates ten technical characteristics common to simulations. Several earlier urban simulation models are compared with CITY III. The important features of CITY III are summarized and also presented in tabular form. The simulation is intended for use with college or adult groups.

144 EVALUATION OF THE IMPACT OF SELECTED URBAN CONCENTRATED EMPLOYMENT PROGRAMS. System Development Corp., Falls Church, Va. Nov. 1970. 149 p. NTIS (PB-197-330).

To identify and assess the impact of the Urban Concentrated Employment Program (CEP) on 14 selected cities, each community was divided into the three major areas of potential impact--the general community, employers, and participants in the program. Data were obtained from interviews and mailed questionnaires. Several operational factors limited the actual impact of CEP on the community, however, the program significantly increased public awareness of the nature and scope of poverty and the problems of the disadvantaged. CEP's major impact at state level was on the state employment offices. In many states civil service regulations were modified to allow hiring of disadvantaged. Employers for the most part agreed with the need for programs like CEP and the objectives of such efforts. However, many non-participating employers had not been acquainted with the program, and many participating employers questioned the cost-effectiveness. Participants displayed generally positive attitudes, and it was concluded that the program provided improved employment in terms of wages and advancement potential for over half the participants. It was felt that greater emphasis should be placed on orienting the trainee in the area of individual responsibility to the new job and the employer.

145 SUBURBAN PROBLEM SOLVING: AN INFORMATION SYSTEM FOR TEMPE, ARIZONA. McGaw, Dickinson L. Arizona State University, Tempe, Institute of Public Administration. 1971. 148 p. EDRS (ED 052 470), MF $.65, HC $6.58.

This study provides the officials of Tempe, Arizona, with a wide range of baseline information regarding citizen attitudes toward the City. It contains a design for an information system which could increase the breadth of information available for decision-making city officials and increase citizen participation in the process. Sixteen community issues were analyzed in terms of: (1) the relative importance of each issue as perceived by the residents, (2) the perceived performance of the city for each of the issues, (3) the amount of volunteer effort for each problems area, and (4) the amount of financial support for each service area. The subsystem proposed for use has been named MIS for Municipal Information System. The functions of MIS are oriented to both citizens and decision-makers; the potential users of information are the gatherers and processors of it. MIS breaks down into three major function areas: gathering, processing, and utilization. The system would provide an opportunity to evaluate the effectiveness of present programs, allow more active participation by the public in planning programs, and produce better baseline information necessary for effective planning.

2300 Residential Education

146 A STUDY OF THE BANFF SCHOOL OF FINE ARTS AND THE BANFF CENTRE FOR CONTINUING EDUCATION. Kidd, J. R. 1969. 127 p. EDRS (ED 053 376), MF $.65, HC $6.58.

The objectives of this study were: (1) to study the present goals and operations of the Banff school in Canada and to approach its unique contributions to the life of the nation, (2) to assess the role the school might play in the future, and (3) to determine the most effective arrangement for governing and support of the school. Most of this report deals with suggestions for change and improvement in the future. The study was conducted over a five-week period. Data was obtained in the following ways: (1) interviews and correspondence with individuals having some association with the school, and (2) collection of relevant reports and other documents concerning the school. Conclusions are: (1) The Banff school contributes greatly to Canada, Canadians, and all who attend the Center because it helps them attend to their deepest needs; (2) Some changes are needed in administrative arrangements to offset the impersonality that has crept into the center, e.g., alterations in the conference rooms, additions to the learning materials, and the recruiting of conference counselors.

2600 INSTRUCTIONAL METHODS

147 DEMONSTRATION, DEVELOPMENTAL AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS: MARYLAND STATE MODULE. TYPING AS A MOTIVATIONAL FACTOR AND AN INSTRUCTIONAL PROCESS IN EDUCATION. FINAL REPORT. Morehead State University, Kentucky. Sept. 1970. 53 p. EDRS (ED 054 422), MF $.65, HC $3.29.

The purpose of this project grant was to develop an innovative system which will recruit, motivate, and retain the undereducated adult in the Western Maryland region of Appalachia. The evaluation of staff changes in attitude toward the device was made with positive results. The evaluation of class interaction between the experimental and the control groups was made. World-of-work skills were explored but not proved any more adequate than regular ABE if instructional time was similar. Typing skills cannot be developed with the adult in 100 hours of combined academic and typewriting instruction, but the electric typewriter did provide an ego-building device and rationale to the associates for attending classes. The project did prove that class size and attendance improved during the 100-hour experiment. Recommendations for further use on a 250-hour program were found to be needed to confirm that the 20% withdrawal from the program was realistic.

148 AN INVESTIGATION INTO THE VERBAL CLASSROOM BEHAVIORS OF TEACHERS AND THEIR STUDENTS AT MESA COMMUNITY COLLEGE. O'Connor, Frank James, Ed.D. Arizona State University. 1970. 151 p. University Microfilms (No. 70-21,975).

This study assessed the nature of teacher-student verbal communication behavior during scheduled classes at Mesa Community College; and differences and similarities in teacher-student verbal classroom behavior among five departments--Business, Science and Industry, Social Sciences, Physical Education, and Humanities. The Flanders' Interaction Analysis System (FIAS) as was used with tape-recorded interactions of 156 full-time faculty with students in one class per teacher. Findings showed a preponderant use of teacher direct-influence statements in the area of content, a minimum use of teacher indirect-influence statements, and a minimum amount of student talk stimulated by the teacher. Teachers concentrated on lecturing, statements of opinion, and ideas and information ("content cross" area) 77.1% of the time. Verbal behavior traits were found to be relatively unchanged from one department to another, with an emphasis on the following commonalities: (1) teacher talk in direct-influence and content areas predominated for extended periods; (2) the shift between categories of verbal behavior was infrequent; (3) teacher statements of indirect influence were scarce: (4) extended student responses stimulated by the teacher were rare.

149 DEMONSTRATION, DEVELOPMENT AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS: OHIO STATE MODULE. ABE LIFE-CENTERED CURRICULUM DEVELOPMENT AND TEACHING TECHNIQUE. FINAL REPORT. Morehead State University, Kentucky. Sept. 1970. 164 p. EDRS (ED 054 425), MF $.65, HC $6.58.

Three types of instruction were used in the Ohio Module Project: traditional classes, programmed learning centers, and home instruction. Four major objectives of the project are: (1) to determine the kind of training program necessary to prepare paraprofessionals to operate an instructional program utilizing programmed materials, (2) to compare the achievement of students participating in traditional classes with that of students utilizing programmed materials, (3) to compare achievement of students utilizing similar materials in the home instruction program, and (4) to assess and compare attitudes, both self-concept and teacher-student attitudes, in the students participating in the three types of programs. A three-day preservice training program was conducted for six paraprofessionals employed in the project were highly proficient in the exercise of their duties. Pre- and post-achievement level data were derived from one of three levels of the California Test Bureau's Test of Adult Basic Education (TABE); follow-up training was found to be necessary for some teachers on any observable change in attitude. The most marked change seemed to occur in the home instruction program.

150 A STUDY OF LOW-WAGE WORKERS AND THEIR RESPONSE TO HIGH INTENSITY TRAINING. VOLUME I: FINAL REPORT. Davis, Earl E. Skill Advancement, Inc., New York. July 1969. 262 p. EDRS (ED 054 307), MF $.65, HC $9.87.

The intent of this study was to describe low-wage, low-skill workers within the context of their work environment and to develop techniques to measure the effects of Skill Advancement's skill training program on the participants. Due to the lack of research findings in this area, these research efforts were somewhat exploratory in nature, particularly during the first year of the project. The statistical technique used in this procedure was analysis of variance and the experimental design was the Solomon Four-Group Design. A pilot study was also conducted relating to the question of pretest variables as predictors of later training success on the job. Factor analysis was the technique applied for studying predictive validity. This report is divided into three volumes. This document is Volume I, which presents information on data collection procedures, methods and results, and a summary.

151 A STUDY OF LOW-WAGE WORKERS AND THEIR RESPONSE TO HIGH INTENSITY TRAINING. VOLUME II: TECHNICAL APPENDIX A, TABLES. Davis, Earl E. Skill Advancement, Inc., New York. Aug. 1968. 88 p. EDRS (ED 054 308), MF $.65, HC $3.29.

This is volume II of a three-volume study designed to examine low-wage, low-skilled workers, within the context of their work environment, and to develop techniques to measure the effects of skill advancement training upon the participants. Volume II is composed of 12 statistical tables showing factor analysis and analysis of variance derived from data on job search behavior and employee attitudes.

152 A STUDY OF LOW-WAGE WORKERS AND THEIR RESPONSE TO HIGH INTENSITY TRAINING. VOLUME III, PART 1 AND PART 2: APPENDICES B 1-5. Davis, Earl E. Skill Advancement, Inc., New York. Aug. 1968. 473 p. EDRS (ED 054 309), MF $.65, HC $16.45.

This document is the last of a three-volume study designed to examine low-wage, low-skilled workers, within the context of their work environment, and to develop ways of measuring the effects of skill advancement training upon the program participants. Volume III, Part I and II, contains modified employee pre- and post-test interview schedules and modified supervisor pre- and post-test interview schedules trainee performance rating forms.

153 THE ADULT LEARNER: LEARNING ABILITY VERSUS THE MEDIA. Porreca, Anthony G.; Sleeman, Phillip J. In Journal of Continuing Education and Training, Vol. 1, No. 4. May 1972. pp. 301-308.

Appropriate media for instruction should be selected on the basis of the student's own abilities and characteristics, as shown by this study on adult learners with different backgrounds.

154 A SYSTEMS APPROACH TO ADULT LEARNING. Gagne, R. M. In Washington University Department of Psychology Technical Report, No. 15. 1968. pp. 1-14.

Tests the hypothesis that "the engineering logic of systems design and development could be successfully applied to the design of a system for adult learning." The problem of adult learning is examined, emphasizing the lack of direction. Following the determination of broad goals or system outcomes, the system design includes the subsystem functions, "allocation of functions within sub-systems," and identification of components. Plans for system operation and testing are included. Results support the hypothesis. Adult and childhood learning involving basic skill, knowledge acquisition, and productive thinking are compared to "define the kinds of instructional objectives to be achieved by adult learning."

155 A COMPARISON OF FOUR METHODS FOR TRAINING PARAPROFESSIONAL COUNSELORS. Perino, Anthony R. (1971?) 11 p. (Further information available from: Anthony R. Perino, Ph.D., Director of Adolescent Services, 5407 N. University, Peoria, Illinois 61614; or through Dissertation Abstracts.)

This investigation evaluated the relative effectiveness of programed and self-instructional training, experiential learning, lectures, and an integrated Basic Helping Skills Program, as training programs for paraprofessional therapeutic helpers in schools, community mental health agencies, and other varied clinical settings. It was hypothesized that the integrated program would prove superior. However, the findings were inconclusive. Two tables. Six references.

2630 Teaching Styles and Techniques

156 DEMONSTRATION, DEVELOPMENTAL AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS: OHIO STATE MODULE. AGE LIFE-CENTERED CURRICULUM DEVELOPMENT AND TEACHING TECHNIQUE. FINAL REPORT. Morehead State University, Kentucky; Scioto Valley Local School District, Piketon, Ohio. Sept. 1970. 31 p. EDRS (ED 054 418), MF $.65, HC $3.29.

This workshop was held for the purpose of training selected staff members of the Ohio Module Field Unit of the Appalachian Adult Basic Education Demonstration Center (AABEDC). Twelve persons, six teachers and six paraprofessionals, were selected to participate in the workshop. While their specific jobs vary, all will be concerned with utilization of programmed instruction materials, interview counseling and referral, and administration of placement and achievement tests or surveys. Follow-up orientation and training will be provided on a local level and will relate to the individual's identified needs. This report concerns itself with orientation and training provided during the three-day workshop held at Piketon High School on August 25, 26, and 27, 1969.

157 CONTINUOUSLY ADAPTIVE VS. DISCRETE CHANGES OF TASK DIFFICULTY IN THE TRAINING OF A COMPLEX PERCEPTUAL MOTOR TASK. Wood, Milton E. Air Force Human Resources Laboratory, Williams AFB, Arizona.

Aug. 1970. 25 p. NTIS (AD-723 311).

The purpose of the effort was to determine the benefits to be derived from the adaptive training technique of automatically adjusting task difficulty as a function of a student skill during early learning of a complex perceptual motor task. A digital computer provided the task dynamics, scoring, and adaptive control of a second-order, two-axis, compensatory tracking task. Two adaptive training methods were compared: Continuous automatic adjustment of task difficulty during acquisition; and a schedule of increasing levels of fixed difficulty during acquisition training. Comparisons were made between groups on the basis of criterion task and performance during and after acquisition training. Results indicate that acquisition practice under increasing levels of fixed difficulty is significantly superior to practice under conditions of continuous adjustment of task difficulty.

158 SONAR RECOGNITION TRAINING: AN INVESTIGATION OF WHOLE VS. PART AND ANALYTIC VS. SYNTHETIC PROCEDURES. Annett, John. Hull University, England. Dec. 1971. 70 p. EDRS (ED 059 599), MF $.65, HC $3.29.

An experienced person, in such tasks as sonar detection and recognition, has a considerable superiority over a machine recognition system in auditory pattern recognition. However, people require extensive exposure to auditory patterns before achieving a high level of performance. In an attempt to discover a method of training people to recognize auditory patterns in an expeditious fashion, fifteen methods of teaching identification of complex sonar-like sounds were compared. These included whole and part methods in which subjects were trained on samples of whole sounds, received pre-training on components of the sounds, or were exposed to components in the context of whole sounds. The conditions included variations in the order in which training items were presented and in the kinds of verbal instruction given. Overall, the various part methods were not superior to training on whole sound items. The best of the part methods drew attention to only one feature of the whole sound. Some systematic orders of presentation showed no advantage over random order presentation. Verbal instruction drawing attention to cues and their value in classification did not prove effective. Among the various combinations of training procedures and state-of-the-art training techniques, the critical ingredient seems to be amount of exposure to instances of the recognition classes to be learned.

159 AN EXPERIMENTAL REVIEW OF BASIC COMBAT RIFLE MARKMANSHIP: MARKSMAN, PHASE I. Dees, James W.; And Others. Human Resources Research Organization, Alexandria, Va. March 1971. 147 p. EDRS (ED 050 341), MF $.65, HC $6.58.

Commanding officers in Vietnam and others have indicated that individual rifle marksmanship training needed attention. Furthermore, no comprehensive, systematic study of Army rifle marksmanship has been conducted since the Work Unit TRAINFIRE studies conducted by HumRRO in 1954. Phase 1 of the MARKSMAN research dealt with basic rifle marksmanship. This report describes a series of 21 experiemnts addressing both "what" should be taught and "how" it should be taught. A number of conclusions were reached concerning such matters as the use of automatic fire, aimed fire vs. pointing fire, including Quick Fire, night firing techniques, firing positions, carry positions, aiming points, night sights, multiple targets, area targets, surprise targets, sight calibration, and other issues.

2735 Coaching, Individual Instruction Tutoring

160 CONTINUATION OF APPLYING THE INDIVIDUALLY PRESCRIBED INSTRUCTION SYSTEM TO ABE PROGRAMS IN NEVADA AND OTHER FIELD TEST SITES. FINAL REPORT. Research for Better Schools, Inc., Philadelphia, Pa. June 1971. 150 p. EDRS (ED 060 457), MF $.65, HC $6.58.

This report consists of three documents: the report proper, the abstract, and appendixes. The major objective of the project was to demonstrate the adaptibility of the IPI System (Individually Prescribed Instruction) to the needs of ABE centers. This was accomplished by field testing the IPI program, modified for adults, in a number of ABE centers. The tests indicate that administrative and teacher training programs must be modified, and a variety of materials distribution and organizational models are needed to meet the requirements of the different ABE centers. The "stream-lining" of the elementary program resulted in: the new ILA (Individualized Learning for Adults) Mathematics Continuum, presented in five areas rather than 13; the average number of pages in a skill booklet has been reduced; and the Placement Testing procedures have been simplified. The program has also been broadened to include an Applications Area, and the upper level of all areas include topics to assist the student in preparing for the GED examination. The Reading program is being extended into a Communications Skills program. Data collected for the evaluation served four purposes: Description of the Field Test Sites; Evaluation of the Implementation of the IPI System; Program Content Modification; and Estimation of Student Gain. Results of the ILA Mathematics Achievement Test show that students do learn in the Adult-IPI system.

2765 Apprenticeship

161 INDUSTRIAL ATTITUDES TO SKILL DILUTION. Hall, K.; Miller, Isobel. In British Journal of Industrial Relations, Vol. 9, No. 1. March 1971. pp. 1-20.

The Industrial Training Research Project at Heriot-Watt University, Edinburgh (supported by the Department of Employment and Productivity) proposes to examine the consequences of acquiring skills outside the apprenticeship system through accelerated adult courses at government training centers (GTC). The training programs are meant to be built around labor shortage areas determined by the Department of Employment and Productivity. GTC trainees complain of resistance from trade unions and employers when seeking to establish themselves as skilled workers. One difficulty was due to the difference in attitudes to skill dilution shown by different branches and districts of trade unions. No one was more resentful of adult-trained GTC workers than final-year apprentices. Attitudes of shop stewards varied greatly but tended to be more liberal than those of the final-year apprentices. A fragmented picture emerges of employer attitudes; of the 38 companies surveyed only 15 had agreements with their unions about hiring trainees. Eight companies had not even considered GTC men although all but one had shortages of skilled labor. The overall placement rate was 88.6%, which would indicate a more liberal trade union position than the trainees' impressions would suggest, and an unwillingness on the part of employers to turn down men when faced with chronic shortages. It is concluded that barriers between apprenticeship and other forms of training should be broken down. There is a case for reviewing trade union functions. Perhaps the industrial training boards should take over the function of deciding who shall practise a trade.

162 INDIVIDUAL AND GROUP INTERACTION IN A MANAGEMENT COURSE. Jones, C. In Programmed Learning and Educational Technology, Vol. 7, No. 3. July 1970. pp. 228-239.

Forty-eight apprentices, following a commercial training and all employed by the same company, completed a program of 502 frames, entitled "Effective Executive Practices." A test of 46 items was used as pre-test, post-test and retention test. Apprentices worked in groups of three and group answers were recorded. Note was made, however, of the number of times each group member refused to agree with the majority decision, the number of times he had to be persuaded to accept the majority decision, and the number of times he agreed with the other two. These three measures were then correlated with intelligence, a personality test of neuroticism/extroversion type, and with the length of time each group took to complete the program. It was concluded that time taken is negatively correlated with the number of times the individual is persuaded to agree and that the extrovert is more likely to remain adamant in group discussion.

163 A DAY OFF WORK? THE ATTITUDES OF CRAFT APPRENTICES TO FURTHER EDUCATION. Weir, A.D. Scottish Council for Research in Education. 151p. Aug 1971. (ED 058 551), MF $.65, HC $6.58.

This document reports on a research project covering the attitudes of craft apprentices toward the objectives of further education and the incentives in pursuing craft apprenticeship courses. The experimental design was ad hoc. The Research Officer drew up an interview schedule which would elicit information on some of the major attitudinal areas. A test was also used. In addition, a short personal questionnaire was drawn up for administration with the Attitude Scale to large numbers of students in further education colleges. Four colleges in Central Scotland were involved in this project. Information was obtained from a maximum of 2140 students. Among the basic items of information obtained were the ways in which students progress or fail to progress from year to year of their college attendance and the explanations which students give for discountinuing their college attendance. Each grouping into which students can be divided produces a slightly different profile of attitudes and inlfuences. This indicated that there is not overall prescription which would cure the problems setout in this investigation, but that the attitudes of each grouping into which students can be divided must be considered separately. By revealing some of the incentives and disincentives perceived by draft students in further education service with information required for consideration of changes in colleges and courses along the lines indicated by these craft students.

164 MINORITY PARTICIPATION IN KALAMAZOO'S APPRENTICESHIP TRAINING PROGRAMS: ASSESSMENTS AND RECOMMENDATIONS. Upjohn (W.E.) INst. for Employment Research, Kalamazoo, MIch. Also available from W.E. Upjohn Institute for Employment Research, 300 South Westnedge Ave., Kalamazoo, Michigan 49007. 71p. December 1970. (ED 062 626), MF $.65, HC $3.29.

Results of a study of apprenticeship programs, which provide related educational instruction, sponsored by the Kalamazoo Public Schools are presented. The study contains four sections. The first section includes a description of the nature of apprenticeship training, the role and status of apprenticeship training in Kalamazoo, and an analysis of current levels of minority participation. Informaiton included in the second pertains primarily to methods of recruiting apprentice candidates, entry requirements, and selection procedures for different trades in the Kalamazoo area. The barriers to increased minority participation are detailed in Section III. Assessments and recommendations are given in detail in Section IV. The central theme of the recommendations is the importance of securing positive action by all groups associated in any manner with local apprenticeship training programs to increase minority participation in these programs. Recommendations that pertain to the school system's vocational education programs emphasize that the availability of quality vocational education programs can lead to increased employment and training opportunities for minorities in the apprenticeable trades. as well as to a wider range of alternative career opportunities for all students.

165 SUHTAUTUMINEN TYOEVAEENOPISTO-OPISKELUUN. (ATTITUDE TO STUDYING IN A WORKERS' INSTITUTE.) Kauppinen, J. In Opistolehti (Institute periodical), Vol. 47, No. 5. 1970. pp. 141-144.

In a research concerning studying in workers' institutes, special attention has been given to the differences between examination oriented and free study. The research material consisted of study groups studying social-humanistic subjects and subjects included in the curriculum of the so-called middle school (junior high school). In the analysis attention has been given to the study motives and their goal-directed nature, the proportion of home tasks and exams in study and the coherence of the group.

166 THE ADULT'S LEARNING PROJECTS. A FRESH APPROACH TO THEORY AND PRACTICE IN ADULT LEARNING. Tough, Allen. Ontario Institute for Studies in Education, Toronto. Available from The Ontario Institute for Studies in Education, 252 Bloor St., West, Toronto 5, Ontario, Canada ($4.00). n.d. 199 p.

The why, how, and where of all of the adult's learning projects are encompassed in this book. The central focus is on the adult's efforts to learn, in particular, his decisions, preparations, reasons for learning, help, problems, and needs. The 15 chapters of the book discuss the following: highly deliberate efforts to learn; episodes and learning projects; whether learning projects are common and important; what people learn; why people learn; preparatory steps in deciding to proceed with a learning project; choosing the planner; how common and important each type of planner may be; self-planned learning; improving self-planned learning; when a nonhuman resource serves as planner; learning projects planned by a person in a one-to-one relationship; a group or its leader as planner; practical implications for institutions and instructors; and what needs to be done. The three appendixes present some borderline cases in defining learning projects; influential factors; and freedom, autonomy, and control; the relationship between helper and learner. The book contains 119 references.

2780 Programmed Instruction

167 THE APPLICATION OF PROGRAMMED LEARNING AND TEACHING SYSTEMS PROCEDURES FOR INSTRUCTION IN A MUSEUM ENVIRONMENT. FINAL REPORT. Screven, C. G. Wisconsin University. Dec. 1967. 96 p. EDRS (ED 048 745), MF $.65, HC $3.29.

Visitors to a public museum were asked to study a museum exhibit and to answer programmed questions using a punchboard coordinated with an audio cassette. The audio portion pointed out relationships in the exhibit and directed a visitor's attention, as well as confirmed his answers to the punchboard questions. Some visitors used the audio cassette alone, and some just viewed the exhibit. The effectiveness of these devices was evaluated by means of pre- and posttests given on a gamelike test machine. One unexpected result was that while the cassette punchboard system improved learning, so did simply taking a pretest before viewing the exhibit. The result led to the development and pilot testing of a "recycling" system which used a gamelike, self-quiz machine that provides criterion questions to help the player identify the concepts to be learned, scored his performance, and gives a free-play token for a good performance. The positive results gained from the use of these interactive devices supports the idea that substantive learning can occur in a public museum. Results also suggest several possibilities for using programed, interactive systems to evaluate and to improve the learning potential of museum exhibits and other public displays.

168 AN INVESTIGATION OF THE RELATIVE EFFECTIVENESS OF TWO METHODS OF INSTRUCTION, INCLUDING COMPUTER-ASSISTED INSTRUCTION, AS TECHNIQUES FOR CHANGING THE PARENTAL ATTITUDES OF NEGRO ADULTS. Scanland, Francis Worth. Florida State University, Tallahassee. Computer-Assisted Instruction Center. July 1970. 90 p. EDRS (ED 043 224), MF $.65, HC $3.29.

Attitudes of Negro parents toward the value of education for their children were changed significantly and positively by computer-assisted instruction (CAI). A remote terminal located in a rural school was used by the subjects, all Negro parents of school children. Concurrently, the same material was given to a similar group by lecture/discussion method, and there was a third group which received no instruction. All subjects were administered pre- and post-tests designed to measure attitudes following the instruction phase. Unlike the results from computer-assisted instruction, there was no significant attitude change resulting from the lecture/discussion instruction. The conclusion was drawn that CAI is a technique with high potential for application to adult education. Appendices include a sample of the CAI lesson, pre- and post-test items, the achievement test, and mention of participating agencies.

169 AUTOMATED TRAINING EVALUATION (ATE). FINAL REPORT. Charles, John P.; Johnson, Robert M. LOGICON, Inc., San Diego, Calif. Jan. 1972. 165 p. EDRS (ED 061 710), MF $.65, HC $6.58.

The automation of weapons system training presents the potential for significant savings in training costs in terms of manpower, time, and money. The demonstration of the technical feasibility of automated training through the application of advanced digital computer techniques and advanced training techniques is essential before the application of such techniques is warranted. The advanced computer techniques include the incorporation of real time performance monitoring and course scheduling. The advanced training techniques center on the feasibility of adaptive training based on performance measurement reflecting operational performance requirements. Automated Ground Controlled Approach and emergency procedures tasks were implemented on the Naval Training Device Center-Training Device Computer System (TRADEC system) and tested with operational pilots. The results demonstrated the feasibility of automated training as well as the acceptance of training technique by operational personnel. Recommendations for the testing of the effectiveness and efficiency of the techniques are made.

170 CONSUMER ACCEPTANCE OF PROGRAMMED INSTRUCTION. Fleischman, H.L. In Washington University Department of Psychology Technical Report, No. 15. 1968. pp. 60-65.

Assesses consumer's attitudes toward programmed instruction. A questionnaire was developed and administered to Navy and Marine enlisted men (students) and commissioned officers and civilian education specialists (training administrators). Results indicate a favorable response by students and a less favorable to negative response by instructors and training administrators. Nine questions from the questionnaire are presented and discussed.

171 THE USE OF PROGRAMMED INSTRUCTION IN CORRECTIONAL INSTITUTIONS. McKee, John M. For presentation at the East Coast Seminar on Adult Basic Education in Morgantown, W. Virginia, on January 19, 1970, and at the West Coast Seminar on ABE in Dan Dimas, Calif., February, 1970, February 1970. EDRS (ED 059 446), MF $.65, HC $3.29.

The adaptation and use of Programmed Instruction (PI) in adult basic education (ABE) are focused upon. Objectives of this paper are to cite evidence that PI is being used successfully in Correctional institutions, to suggest reasons for this success, and to show that PI works best in the context of a broader learning system where individually prescribed and managed instruction is the goal. A brief questionnaire survey in the use of PI was conducted in 150 major state adult correctional institutions throughout the nation and the Federal Bureau of Prisons. Ninety-seven per cent reported their institutions experiencing success in the use of PI. Reasons given by the respondees for the success of PI include: (1) permits individualized instruction, (2) self-paced, (3) students like it, (4) no competition (with others). In addition, 37% of users of PI systems reported that they had developed effective approaches, such as contingency management and performance contracts. The Federal Bureau of Prisons, a major consumer of PI, states that it is committed to the continued use of PI and to development of more sophisticated contexts, such as training systems and contingency management. Draper Correctional Center has experimented with developing a model basic education program in which PI is the primary instructional method. This method has four steps: Diagnosis, Prescription, Managing the Instruction, and Evaluation.

172 EVALUATION OF PROGRAMMED INSTRUCTION TECHNIQUES IN MEDICAL INTERVIEWING. FINAL REPORT, JUNE 15, 1966 TO JUNE 15, 1968. Adler, Leta McKinney; And Others. University of Southern California, Los Angeles. Department of Psychiatry. 1968. 6 p. EDRS (ED 059 345), MF $.65, HC $3.29.

Since the medical interview is usually considered to be the basis of all diagnosis and treatment in medicine, this study investigated alternative ways of improving medical interview techniques. To test the hypothesis that the visual (videotape) technique would be more effective than the lecturing or audiotape technique, 12 videotaped interviews were made between a physician and various professional models who served as patients, and a postgraduate course in medical interviewing was developed. After the course, an evaluation was made of the content-learning gain and also of the attitudinal changes in training. The programed instruction in medical interviewing was found to be as effective as two alternative instructional methods in meeting its teaching goals, and the evidence suggested that it was more effective.

173 NEWSLETTERS IN EXTENSION EDUCATION WITH A SUGGESTED PROGRAMMED LEARNING MANUAL FOR SELF-TEACHING OF NEWSLETTER PRODUCTION. Johnson, James L. Master's thesis. Washington State University. Jan. 1969. 131 p. EDRS (ED 051 491), MF $.65, HC $6.58.

The objectives of this study were to design a self-instructional or programmed learning instrument that would enable the learner to obtain training in what the newsletter can do and how to produce an effective newsletter. Programmed instruction is defined and discussed, and the use of programmed instruction in adult education is referenced. Newsletter preparation is discussed from the standpoint or purpose, information gathering, writing techniques, format, production, and the mailing list. A Suggested Programmed Learning Manual is offered, and the use of the manual in extension worker training is discussed. A bibliography related to Programmed Instruction and Newsletter Preparation is provided.

174 THE EFFECTIVENESS OF A CORRESPONDENCE COURSE FOR NEW 4-H LEADERS. Young, Richard E. Ohio State University, Columbus. Department of Agricultural Education. Abstract of dissertation. 1971. 27 p. EDRS (ED 052 457), MF $.65, HC $3.29.

The Cooperative Extension faculty in Ohio established a correspondence course for new 4-H leaders. The course included topics designed to meet the most significant needs of the leaders. This study had as its objectives: (1) to evaluate the effectiveness of the course by determining whether knowledge about 4-H and desirable practices performed in 4-H clubs would differ between leaders who participated and those who didn't, (2) to explore relationships which may exist between the leaders' knowledge of 4-H and the performance of desirable practices in their clubs, and (3) to compile and summarize demographic data on the new 4-H leaders. One couty was selected from each of Ohio's ten Extension administrative areas. County faculty mailed the course lessons at regular intervals to leaders in the experimental group. Leaders in neither the experimental nor the control group knew that they were involved in a research project. The new leaders' knowledge about 4-H was measured by a 20-item multiple choice test. A forced-choice instrument was used to determine the extent to which desirable practices were performed, and a series of 12 questions sought demographic data. Conclusions are: (1) The course was an effective teaching tool; (2) Increased knowledge had not transferred to the practice; (3) A 61% response rate was an adequate representation of the entire population.

2800 Correspondence Study

175 MOST VETERANS NOT COMPLETING CORRESPONDENCE COURSES--MORE GUIDANCE NEEDED FROM THE VETERANS ADMINISTRATION. REPORT TO THE CONGRESS. Comptroller General of the U.S., Washington, D.C. March 1972. 23 p. EDRS (ED 061 514), MF $.65, HC $3.29.

Because of indications that many veterans were not completing correspondence courses, and apparently were not fulfilling their educational and vocational objectives, questionnaires were sent to 1,380 randomly selected veterans to identify factors affecting their selection and completion of correspondence courses. On the basis of 1,000 replies received, it was found that: (1) about 84% of those who did not complete their courses had paid for uncompleted courses, and had not been reimbursed; (2) of the 16,000 veterans who did not complete correspondence courses, it is estimated that 134,000 incurred costs of $24 million for the uncompleted lessons; (3) most veterans had enrolled in correspondence courses to learn new skills, to improve existing skills, or to earn more money; (4) major reasons given for not completing the courses were: insufficient time, loss of interest, the courses were not what had been expected, and the courses were too difficult; (5) only about 1% took advantage of VA education and vocational guidance; (6) over half of the veterans said that the VA should provide more advice and assistance on course requirements, the value of a course to an applicant, the number of veterans completing various subjects, and their suitability for certain courses or vocations as determined by aptitude tests.

176 THE PLACE OF EDUCATION BY CORRESPONDENCE IN PERMANENT EDUCATION. Wedell, E. G. Council of Europe, Strasbourg (France). Council for Cultural Cooperation. 1970. 92 p. EDRS (ED 055 281), MF $.65, HC $3.29.

The significance of permanent education and correspondence education for each other is obvious. As educational provision of the traditional type has expanded, so has the demand for education. One feature which most correspondence education systems have in common is that they cater mainly for adults. This survey attempts to assess the present situation in this field in the member States of the Council of Europe. It is based on information supplied by the member States. The significant elements only in the various national systems are presented. Statistics are not presented in standardized format. The report follows the particular characteristic of correspondence education, namely, its orientation toward its clients. The deductive approach is used. Chapter II identifies the correspondence. Chapter III considers the institutions which exist to meet the needs expressed by the clients. Chapter IV deals with the educational methods employed by these institutions and traces the development of educational methodology in this field. Matters of external control and assessment are treated in Chapter V. In Chapter VI, some possible future developments are outlined. In particular, this last chapter deals with the growth of international bodies concerned to standardize practices and raise the level of professionalism in the correspondence field.

2920 Human Relations, Laboratory Training

177 SOME EFFECTS OF TRAINERS ON THEIR T GROUPS. Bolman, Lee. In Journal of Applied Behavioral Science, Vol. 7, No. 3. 1971. pp. 309-325.

Among the effects of trainers on their T groups was that trainer empathy and security were related to liking for the trainer and perceived member learning. Trainer affection, tendencies to reward and punish, and openness showed no or little relationship to participant learning.

178 T-GROUP INFLUENCE ON FEELINGS OF ALIENATION. Koziey, Paul W.; And Others. In Journal of Applied Behavioral Science, Vol. 7, No. 6. Nov. 1971. pp. 724-731.

In the study reported here, feelings of alienation, as measured by Keniston's (1968) Alienation Scale, were generally found to decrease as a result of particularized group experience.

179 A STUDY OF THE ROLE OF THE STAFF TRAINER IN HUMAN RELATIONS TRAINING GROUPS. Cooper, Cary L. University of Leeds. 1968. 337 p. Available from the Brotherton Library, University of Leeds, Leeds 2, England.

The author evaluated several hypotheses relating to identification-based and internalization-based trainer influence in T-group situations. The major ones were: (1) a participant will change in his attitudes and behavior toward being more like the trainer if the trainer is attractive to him in any of several ways; (2) changes toward greater similarity to the trainer will not persist after contact with the trainer ceases; (3) a participant will show an increased consistency in his self-concept (congruence of one's self-image with one's ideal and actual behavior) if he sees the trainer as being congruent; (4) changes toward greater self-congruence will persist in the back-home organizational setting after contact with the trainer ceases. Hypotheses Two and Three were supported on the whole, but Hypothesis One was not. Hypothesis Four was supported, which indicated that internalization-based training yields results in terms of increased operational skills and understanding of others. When hypotheses were tested as to the relationship of trainer attractiveness to trainer salience or importance, results tended to demonstrate that trainer salience significantly affects the quality of an identification-based trainer influence process.

180 HUMAN RELATIONS FOR SCIENTISTS, TECHNICIANS, AND ENGINEERS: A REVIEW OF RELEVANT EXPERIMENTAL EVALUATIONS FROM HUMAN RELATIONS TRAINING. Mosvick, R. K. In Personnel Psychology, Vol. 24, No. 2. Summer 1971. pp. 275-293.

An examination of the methodology and results of experimental evaluations of human relations courses for technical professionals is the main focus of this article. Certain variables are cited as possible barriers to human relations training outcomes for scientists, engineers and technicians. By reference to 8 studies here examined and through comparisons with 76 other human relations training evaluations recently reviewed by the author, some tentative answers to the three questions initially posed emerge. First, do personality factors significantly influence human relations training outcomes? The experimental findings are equivocal. Personality factors appear to operate similarly in influencing human relations training outcomes among technically-oriented and non technical groups.

181 UNDERSTANDING LABORATORY EDUCATION: AN OVERVIEW. Alderfer, C. P. In Monthly Labour Review. Dec. 1970. pp. 18-27.

Laboratory education offers the promise of radically changing the way human beings understand and act in human relationships; much of this promise has been realized. However, there are many criticisms of laboratory education. The current status of laboratory education is therefore reviewed with an emphasis on indentifying major areas of conflict and explaining why the disagreements take the form they do. The kinds of laboratory education described represent efforts to apply behavioral science concepts to increase learning about human relaionships. Each laboratory exists as an educational setting. However, although all approaches aim to transfer learning to non-laboratory settings, an active role for the staff in promoting transfer typically ends with the conclusion of the laboratory. After a realistic look at criticisms of the three methods described, it is concluded that, though successful in part, they should be subject to continual scrutiny on the part of those qualified to do so.

182 PSYCHOLOGICAL CHANGES IN SENSITIVITY TRAINING. Davies, E.; And Others. In Australian Psychologist, Vol. 3, No. 3. March 1969. pp. 171-176.

Studied the effects of sensitivity training on some aspects of motivation, attitudes to managerial style, and changes in group dynamics in 46 senior managers. Changes were noted in the motivational strength of social assertiveness, in the degree of conflict associated with career motivation, in managerial attitudes to authoritarianism, and democratic cooperative styles. Group variations in intimacy and participation also manifested themselves.

183 A QUESTIONNAIRE EVALUATING PERCEIVED EFFECTS OF SENSITIVITY TRAINING. Kegan, Daniel L. Northwestern University, Evanston, Ill. Department of Industrial Engineering and Management Seciences. May 1970. 6 p. EDRS (ED 057 338), MF $.65, HC $3.29.

A 60-item questionnaire measuring believed effects of sensitivity training, evaluations of these effects, and logical inconsistencies of respondents is presented. The questionnaire was developed from phrases describing sensitivity training found in newspaper articles written during a week of intense publicity following an incident at a local high school.

184 ARAB & JEW IN ISRAEL; A CASE STUDY IN A HUMAN RELATIONS APPROACH TO CONFLICT. Lakin, Martin; And Others. National Training Laboratory Explorations in Applied Behavioral Science, No. 2. 1969. 52 p. Available from NTL Institute for Applied Behavioral Science, 1201 16th St., N. W., Washington, D.C. 20036.

The project involved two human relations training programs for mixed groups of Israeli Jews and Israeli Arabs, one in Jerusalem and one in Haifa. The Hebrew University in Jerusalem and officers of the Arab-Jewish community center in Haifa aided in recruiting participants. There were 11 participants (students) in the Jerusalem group, 10 (adults) in the Haifa group. The Arabs reported that they had been gratified by the opportunity to inform and to voice their complaints; the Jews felt they had come to understand more about the Arabs' condition, thinking, and feeling. The free-wheeling dialogue, with topics left to group choice, was the most popular and best-understood technique. However, skill sessions, consultation teams, and cluster observations were resisted almost as much as written questionnaires, tests, and sociometric ratings.

185 ROLE MODELING AND ROLE PLAYING: A MANUAL FOR VOCATIONAL DEVELOPMENT AND EMPLOYMENT AGENCIES. Bertcher, Harvey; And Others. Manpower Science Services, Inc., Ann Arbor, Michigan. 1971. 118 p. EDRS (ED 053 350), MF $.65, HC $6.58. Also available from Government Printing Office (GPO:1971-0-437-211-66).

This project investigated two major areas: (1) ways in which social science research and employment agency experience could be medled so as to make practical knowledge available to these agencies, and (2) ways of convincing employment agencies to use this knowledge. The manual resulting from the investigation focuses on role modeling and role playing because both have potential in improving the employability of disadvantaged persons. Both also have been used widely in experiemntal and demonstration projects. The intent of this manual is to serve as a direct and practical tool to employment agencies serving disadvantaged persons. It is also directed to counselors, coaches, community aides, crew chiefs, vocational instructors, and basic education instructors.

186 LABORATORY SIMULATION OF A POLICE COMMUNICATIONS SYSTEM UNDER STRESS: COLLEGE OF ADMINISTRATIVE SCIENCE MONOGRAPH No. D2. Drabek, Thomas E. The Ohio State University, Columbus, Ohio. College of Administrative Science. 1969. 160 p.

This monograph is one of a series of publications reporting on sociological studies of behavior under stress. In this report of a laboratory simulation experiment stress resulted from a simulated disaster, the crash of a commercial jet aircraft into an apartment complex. The study used as its subjects members of established work groups (communications teams) in an ongoing organization. The demands placed on each team during the "stress" session followed closely those actually experienced by other police communications teams in a real disaster in another city. In short, Drabek's experiment is apparently the first use of the method of "realistic simulation" for the analysis of social system stress. While the most apparent contribution of this work is to the methodology of laboratory research, the theoretical perspective and substantive findings presented have significant implications for the development of sociological theory, organizational design, and policy decisions in disaster preparedness.

187 ADAPTIVE TRAINING OF MANUAL CONTROL: 1. COMPARISON OF THREE ADAPTIVE VARIABLES AND TWO LOGIC SCHEMES. Norman, D. A.; And Others. Life Sciences, Inc., Fort Worth, Texas. Jan. 1972. 63 p. EDRS (ED 059 585), MF $.65, HC $3.29.

"Machine controlled adaptive training is a promising concept. In adaptive training the task presented to the trainee varies as a function of how well he performs. In machine controlled training, adaptive logic performs a function analogues to that performed by a skilled operator." This study looks at the ways in which gain-effective time constant product, system compensation, and forcing function amplitude compare as adaptive variables, in terms of trainee performance, and at the differences in trainee performance between machine controlled and manual adaptation for the above variables. Eight independent groups, including one control group, were tested under different methods of training. Principal results show that manual adaptation is slightly superior to automatic adaptation, although this could be a function of the difference in performance measurement levels. Gain-effective time constant product is slightly superior to forcing function amplitude as an adaptive variable. System compensation, as implemented for this experiment, is not a satisfactory adaptive variable. Nor are aiding and quickening.

188 TRANSFER OF INSTRUMENT TRAINING AND THE SYNTHETIC FLIGHT TRAINING SYSTEM. Caro, Paul W. Human Resources Research Organization, Alexandria, Va. Paper presented at Fifth Naval Training Device Center and Industry Conference (Feb. 1972, Orlando, Fla.). March 1972. 12 p. EDRS (ED 062 614), MF $.65, HC $3.29.

One phase of an innovative flight training program, its development, and initial administration is described in this paper. The operational suitability test activities related to a determination of the transfer of instrument training value of the Army's Synthetic Flight Training System (SFTS) Device 2B24. Sixteen active Army members of an Officer Rotary Wing Aviator Course who had completed primary training and nine Instructor Pilots participated in the study. Instrument training was conducted in the SFTS on a proficiency basis. Aircraft check-rides were administered by independent evaluator personnel. Check-ride times and grades showed that much of the training now conducted in aircraft could be conducted more efficiently on the ground.

189 THE FEASIBILITY OF USING AN ADAPTIVE TECHNIQUE IN FLIGHT SIMULATOR TRAINING. Ellis, N. C.; And Others. In Ergonomics, Vol. 14, No. 3. May 1971. pp. 381-390.

This study explores the feasibility of using an adaptive technique in flight simulator training to improve piloting skills. An operational flight simulator is used to simulate a jet fighter aircraft. Eighteen on-jet-experienced pilots are assigned to two groups for the purpose of receiving equivalent amounts of practice in the task of maintaining a constant altitude program during simulated air turbulence. One group is trained using an adaptive technique and the other is trained under conditions more representative of conventional training. The hypothesis is that an adaptive technique is feasible if adaptively trained pilots are more proficient than conventionally trained pilots when transferred to a flight simulation representative of an aircraft in turbulent air. Resulting data support the hypothesis.

2960 Case Study

190 JOB ENRICHMENT AND EMPLOYEE PARTICIPATION--A STUDY. Butteriss, Margaret. 1971. 71 p. Available from Institute of Personnel Management, 5 Winsley Street, Oxford Circus, London WiN 7AQ (L1).

This study on job enrichment was undertaken because the participation of workers in the management of their employment is a matter of rising interest in several countries of various political, economic, and social states, some of which have only recently entered upon industrialization. The study contains four parts. Part I, Theoretical background, defines terms and discusses various political idealogies and theories of management organization. Part II, Management experiments in participation, examines joint consultation and worker representation on management boards, and work restructuring. Part III, Case studies in participation, looks at six different examples of worker involvement. Part IV gives conclusions. The overall conclusions is that, on balance, organizations using means of participation have produced worthwhile results in terms of productivity, morale, and lower labor turnover. However, all factors must be considered before deciding to embark on a participative scheme in one's own organization.

3010 Inservice

191 THE DEVELOPMENT OF IN-SERVICE PROGRAMS FOR LEADERSHIP PERSONNEL EMPLOYED IN RESIDENTIAL INSTITUTIONS FOR THE MENTALLY RETARDED. FINAL REPORT. Garove, William E.; And Others. Pittsburgh University, Pa. School of Education. Aug. 1970. 112 p. EDRS (ED 050 507), MF $.65, HC $6.58.

The purpose of the project was to develop a reality-based simulator with training materials as one component of preservice and inservice training programs for persons in leadership positions in public residential institutions for the mentally handicapped. In order to identify the responsibilities and problems of leadership personnel, site visits, consultations, and personal interviews were conducted. The problems identified concerned medical staff, personnel management, department heads, business management, physical plant, patients, community relations, policies and regulations, and nursing staff. A simulated institution was designed from reality based incidents gathered from interviews in state schools and hospitals for the mentally handicapped. The development of preservice and inservice training exercises to implement the simulator was still in the planning stage at the time the report was written. An assessment of the reliability of the simulator through pilot investigations was also planned. A review of literature and a feasibility study conducted at the beginning of the project led the researchers to believe such a simulated program can provide a vehicle for experimentation and research to produce meaningful changes in the management of real institutions for the mentally handicapped.

3015 On-The-Job

192 ROLE OF THE ON-THE-JOB TRAINING IN A CLINICAL LABORATORY. Robbins, A.; White, W. D. In Monthly Labor Review, Vol. 94, No. 3. March 1971. pp. 65-69.

Employment conditions in the health industry are characterized, in general, by low wages, poor promotion opportunities, and inadequate on-the-job training. A study was carried out in a clinical laboratory of a large teaching hospital to ascertain how far these characteristics were still predominant. The full-time staff consists of unskilled workers (25%), technicians (56%) and supervisors (18%). Below the supervisory level, labor turnover is a major problems. Promotion ladders in the laboratory are currently non-existent for unskilled workers; the only real promotion ladder is for college students working as part-time night technicians who, after completion of laboratory training, become technicians employed on part-time work. Recently, the gap between laboratory wages and industrial wages has been closing but the average wage for technicians is still below that paid to chemists in industry. On-the-job training plays a key role; the principal method of training is teaming. About 30% of all technician time is spent in training-related activities, either as trainees or as the experienced member of the team; each team does the work of one technician, so that 50% of the time spent is unproductive. The maximum amount of training received by a technician is equivalent to a period of six months spread over three years; the training fits in with the work schedule of the laboratory. Direct costs of training are low; low costs help to minimize costs of turnover, but low pay increases the turnover. Developments in the health industry are likely to break this circle: rising wages; training transferred to educational institutions; and automated laboratory processes which call for changes in skill requirements.

193 HUMAN CAPITAL OBSOLESCENCE: THE EFFECTS ON EARNINGS PATTERNS OF ENGINEERS OF THE EXPANSION OF TECHNICAL KNOWLEDGE. Haines, John Stirling, Jr. Wisconsin University, Madison. Doctoral thesis. Sept. 1970. 239 p. NTIS (PB-194-745).

This study analyzes the impact on earnings of human-capital obsolescence, human-capital deterioration, unstructured on-the-job learning, and structured on-the-job learning. The study defines these four concepts, discusses their determinants, and analyzes the market mechanics by which each influences earning rates. A model is developed and adapted to detailed engineering occupations, and the implications of the model are tested.

194 COMPARISON OF TECHNICAL SCHOOL AND ON-THE-JOB TRAINING AS METHODS OF SKILL UPGRADING. Black, Doris; Bottenberg, Robert A. Air Force Human Resources Laboratory, Brooks AFB, Texas. Dec. 1970. 21 p. NTIS (AD-726 530).

This report provides information on rates of progression to the five-skill level in Category B skills by comparing samples of technical school and on-the-job training personnel. Development of the methodology used to measure the rates of progression to the five-skill level was described, along with an explanation of the achievement ratio defined in this study. Achievement rates from basic military training (BMT) to graduation to award of the five-skill level were investigated. In the majority of the Category B specialities, there was inconclusive evidence of any advantage for technical training over OJT. In the specialities in which there were substantial differences between the two groups, the differences in most cases favored technical training. There were two specialities in which neither training group was superior to the other. The achievement rates after award of the three-skill level (i.e., apprentice level) to award of the five-skill level were not entirely consistent with achievement rates from BMT graduation to the five-skill level. In many cases, it was found that OJT personnel progressed more rapidly than technical school personnel from the three-skill to the five-skill level.

195 CHARACTERISTICS OF GRADUATES AND DROPOUTS FROM GOVERNMENT-SPONSORED ON-THE-JOB TRAINING PROGRAMMES. Hird, H. Richard; Strang, Alan T. Canadian Department of Labour, Ottawa, Ontario. Economics and Research Branch. Feb. 1972. 37 p. EDRS (ED 062 566), MF $.65, HC $3.29.

This report identifies the demographic and economic characteristics of participants in government-sponsored on-the-job training projects in Ontario, and investigates possible relationships between these characteristics and success in training. The experience of over 1,200 trainees in 16 projects indicates that successful trainees tend to be older males with families. Previous labor force experience also contributes to success, although no relationship was found between length of unemployment and success in training. The implications for trainee selection and program objectives are discussed.

196 REVIEW AND SYNTHESIS OF LITERATURE ON JOB TRAINING IN INDUSTRY. Wenig, Robert E.; Wolansky, William D. Ohio State University, Columbus. Center for Vocational and Technical Education. 1972. 67 p. EDRS (ED 062 514), MF $.65, HC $3.29. Also available from the U.S. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

It is imperative that vocational and technical educators study job training programs and policies in industry in order to develop curriculums that will enable students to make a better transition from school to work. The purpose of this paper was to gather pertinent information about job training efforts in industry so that vocational and technical educators can make informed decisions aimed at improving job training programs. More specific objectives were: (1) to describe the state of the art of job training in industry, (2) to determine the best possible linkages that can be developed between vocational and technical education and industry. Points brought out in the study include: (1) Industry was mostly concerned about the increasing number of people-related problems, (2) Industry considers cooperative student training as the best type of vocational and technical education for skill development, and (3) Large industries are making great progress in improving job training through the use of the systems approach and better evaluation strategies. Major sections of the report include: (1) Factors Influencing Job Training In Industry, (2) The Description of Job Training In Industry, and (3) The Synthesis of Selected Job Training Programs in Industry.

197 RELATIONSHIPS BETWEEN CHARACTERISTICS OF TRAINEES AND COMPLETION OF ON-THE-JOB TRAINING. Peters, Robert Edgar. Ph.D. Ohio State University. 1970. 96 p. University Microfilms (Order No. 70-19,350).

In 1968, 75 inner-city residents (largely Negro) were selected by the Columbus Urban League to participate in a Federally-funded manpower training program consisting of eight weeks of basic education and pre-employment orientation at the Ohio State University campus, followed by 90 days of on-the-job training (OJT). Trainees had a background of underemployment and unemployment, dependence on public welfare, and educational and occupational failure. Based on the sixty trainees who completed the educational phase and entered OJT, this study sought relationships between selected trainee characteristics (age, sex, education, work experience, etc.) and successful completion of OJT. Trainee age, past work experience, years of schooling, project attendance record during the educational phase, and achievement during the educational phase as measured by pretest and posttest results on the Metropolitan Achievement Test, were all unrelated to successful OJT completion. However, according to the findings, females were more successful than males.

3100 MASS MEDIA

198 USE OF THE MASS MEDIA BY THE URBAN POOR; FINDINGS OF THREE RESEARCH PROJECTS, WITH AN ANNOTATED BIBLIOGRAPHY. Greenberg, Bradley S.; Dervin, Brenda. 1970. 251 p. Available from Praeger Publishers, Inc., 111 Fourth Avenue, New York, N. Y. 10003 ($13.50).

Three research projects studied in detail the mass media behaviors of poor children, adolescents, and adults. These studies focused on a complete range of media behaviors--media use, availability, content preferences, functions, and attitudes. They considered a comprehensive set of media including radio, television, newspapers, magazines, phonographs, and movies. Low income blacks were compared to low income whites and to low income respondents in general, and all three categories of respondents were compared to the general population. It was found that members of low income groups, particularly blacks, spend more time watching television and are more apt to believe what they see than is the general population. Therefore, the researchers envision the mass media, particularly television, as an important tool in providing low income families with access to the mainstream of society. The researchers also conducted an extensive search of studies and reports currently available in the social science literature which concern topics related to the communication behaviors of the poor. The results of some 80 such reports are summarized and discussed in relation to each other. Extensive abstracts of these reports then appear in an annotated bibliography.

199 THE ROLE AND SPREAD OF MASS MEDIA AND ITS IMPACT ON ECONOMIC DEVELOPMENT OF UNDERDEVELOPED COUNTRIES. Gavitt, Alexander R., Jr. Paper presented in part at Annual Conference of American Association of Agricultural Editors (Cornell University, Ithaca, N. Y.). n.d. 14 p. EDRS (ED 051 480), MF $.65, HC $3.29.

This research study delineates the role and spread of mass media and its impact on economic development of underdeveloped countries. Some definitions about mass communication are given, followed by a brief description of how the mass media in the countries of the world operate under four major theories. An examination is made of the economic development process itself, along with a listing of the contributions communication and the mass media have made to social and economic development. The problem of frustrations as created by the mass media is discussed, together with how mass media spread. Data are presented on the distribution of mass media, primarily for the underdeveloped countries of Brazil and the United Arab Republic.

200 THE USE OF MASS MEDIA IN ADULT EDUCATION IN COUNTRIES OUTSIDE THE U.S. AND CANADA: A LITERATURE REVIEW. Cassirer, Henry R. Syracuse University, N. Y. ERIC Clearinghouse on Adult Education. July 1971. 15 p. EDRS (ED 051 435), MF $.65, HC $3.29.

This review examines documents on the mass media relating to adult education as a whole, particularly as it is involved in the process of the social upgrading of the individual necessitated by the development and needs of present-day society; to rural education, i.e., in the economic and social development of people in rural regions; and to special projects in higher technical education such as in Poland, in the Open University of the United Kingdom, and in family planning. Most of the 41 references are from 1968 to 1971.

3150 Audio-Visual

201 EVALUATING AN EXPERIMENTAL AUDIO-VISUAL MODULE PROGRAMMED TO TEACH A BASIC ANATOMICAL AND PHYSIOLOGICAL SYSTEM. Federico, Pat-Anthony. Air Force Human Resources Laboratory, Lowry AFB, Colorado. July 1971. 34 p. EDRS (ED 056 492), MF $.65, HC $3.29.

The learning efficiency and effectiveness of teaching an anatomical and physiological system to Air Force enlisted trainees utilizing an experimental audiovisual programed module was compared to that of a commercial linear programed text. It was demonstrated that the audio-visual programed approach to training was more efficient than the equally as effective as the programed text approach to training. It was determined that trainees of different learning abilities acquired as much knowledge about the digestive system from viewing the 20-minute audiovisual module as from interacting for 80 to 120 minutes with the programed text. It was established that students who differed in their mastery of the rudiments of anatomy, physiology, and medical terminology performed equally well after audiovisual instruction or after programmed instruction. It was found that trainees reported more positive reactions to the audiovisual course than to the written program.

3170 Audio

202 THE EFFECTIVENESS OF TAPED READING INSTRUCTION IN INCREASING THE READING RATE AND COMPREHENSION OF UNDEREDUCATED ADULTS. Bryant, Antusa S.; And Others. In Adult Education, Vol. 21, No. 4. Summer 1971. pp. 246-252.

Describes a study undertaken to determine the effectiveness of the tape recorder in helping adult primary and secondary school dropouts to improve their reading speed and comprehension.

3180 Videotape

203 ORAL ENGLISH DEVELOPMENT AMONG NON-ENGLISH SPEAKING, SPANISH-SPEAKING AMERICAN ADULTS BASED ON THIRTY INNOVATIVE VIDEO PROGRAMS AND RELATED PAPER/PENCIL LESSONS. Valencia, Atilano A. South Western Cooperative Educational Laboratory, Albuquerque, New Mexico. 1971. 69 p. EDRS (ED 052 441), MF $.65, HC $3.29.

The 1970-1971 field testing of the Adult Basic Education Empleen Inqles video programs and paper and pencil lessons was undertaken to provide answers to several questions. These questions concerned:

(1) the instructional effectiveness of the 30 video programs and pen and pencil lessons; (2) the two programs as single or dual instructional media; (3) target population attitudes toward English usage and video program characters; and (4) learning retention among program participants subsequent to a time period following the final program exposure. Findings of the field testing show: (1) the Empleen Ingles video program and paper pencil lessons produce dramatic and significant gains in English comprehension, usage, and vocabulary; (2) a combination of the programs produce greater learning effects than does a single instructional medium; (3) the target population perceived the video program in a favorable light; and (4) the degree of English proficiency 20 days after program exposure remained significantly higher as compared with pretest scores. It es recommended that: (1) a dissemination plan be conceptualized and implemented to provide the target population with these instructional programs; and (2) consideration be given to continuing the development of the Empleen Ingles series until 100 or 150 video programs have been completed.

204 DEMONSTRATION, DEVELOPMENTAL AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS: ADULT BASIC EDUCATION MATERIALS DEMONSTRATION PROJECT; ALABAMA STATE MODULE. FINAL REPORT SERIES. Morehead State University, Kentucky. Appalachian Adult Basic Education Demonstration Center. Sept. 1970. 37 p. EDRS (ED 054 410), MF $.65, HC $3.29.

The purpose of this project grant was to demonstrate feasibility of local video tape program development for Adult Basic Education, to determine the instructional effectiveness of that programming with ABE students, and to explore means of A.B.E. teacher improvement through use of videotape. Step one, the production of an audiovisual catalog listing material appropriate to Adult Basic Education was completed. Step two, the determination of weak areas in existing audio-visuals resulted in lessons in the general areas of (1) communication skills, and (2) consumer math being developed. Step three, the local development of supplemental video tape recorder (VTR) curricular material was not efficiently or effectively realized because of the lack of knowledgeable professional manpower in television curriculum development and production. Step four, exploration of teacher improvement through the use of VTR was attempted, but inadequate staffing, and logistical and technical difficulties encountered made results of this effort inconclusive.

205 A VIDEOTAPE-FEEDBACK TRAINING METHOD TO TEACH BEHAVIOR MODIFICATION SKILLS TO NONPROFESSIONALS. Gelfand, Donna M.; And Others Eastern Washington State College, Cheney. Paper presented at Western Psychological Association Convention (San Francisco, Calif., April 21-24, 1971). April 1971. 27 p. EDRS (ED 056 314), MF $.65, HC $3.29. Also available from Donna M. Gelfand, Psychology Dept., University of Utah, Salt Lake City, Utah 84112.

Three nonprofessionals, including those with limited education and advanced age, received training to become effective behavior modification agents (therapists). Each was then individually observed and videotaped in his work with a retarded child. Therapists' performances were not adequate for effecting the desired changes in the children's behavior. A subsequent videotape-feedback training program resulted in improvements in both therapist and child behaviors. These were maintained even after the training condition was withdrawn. Based on these positive results, 3 mothers were similarly trained to work with their own young children. A major point revealed in this investigation is that it does not suffice merely to present the nonprofessional therapist with a behavior modification program and an injunction to carry it out. Explicit, detailed training and close scrutiny are required for providing a wide range of nonprofessionals with behavior modification skills.

3200 Educational Television

206 CATV IN CENTRAL APPALACHIA: A FEASIBILITY STUDY. Marchese, Lamar. Morehead State University, Kentucky. Appalachian Adult Education Center. Interim Report. n.d. 75 p. EDRS (ED 053 380), MF $.65, HC $3.29.

This document examines the problems and potentials that cable televisions have in public service, with a view toward understanding CATV's growth and how that growth relates to the developmental and educational needs of the Appalachian Region. Six developmental districts in Appalachia were chosen for intensive study. A team of consultants was organized to perform the research. Statistics were collected by the questionnaire method. Data gathered indicate that: (1) Cable systems that have been 0-500 subscribers have an average market saturation of 60%; (2) Systems with between 501 and 1,500 subscribers have an average 63% market saturation; (3) Cable systems with 1,501 to 3,500 and above have an average market penetration of 62%. This survey also showed that the CATV operators would be interested in participating in a regional cable television network. Upon completion of the research, an engineering report will be issued.

207 AN ANALYSIS OF THE RADIO-TELEVISION TRAINING PROGRAMS IN INSTITUTIONS OF HIGHER EDUCATION. Anderson, Dale Norman. Michigan State University, East Lansing. Ed.D. Thesis. 1960. 293 p. University Microfilms (No. 60-3406).

This study is an exploration of the general character and validity of present-day radio and television education in colleges and universities as reported by representative groups of educators, graduates, and broadcasters. Of the seven objectives reported for training programs, the one most often stated was "to develop professional competence within the student." Institutions and former students agreed that production and programing are the industry divisions most emphasized in training programs. Students felt radio and television workshops, liberal arts courses, and radio and television courses were most valuable to their professional careers. The most frequent criticism by former students was the lack of commercial orientation and training in specific commercial practices. Nearly half rated their radio and television training as good, and nearly 24% as excellent. Radio and television broadcasters experience their greatest difficulty in securing qualified personnel for (1) sales division, (2) radio engineering, and (3) television production. The two preferred services of a professional organization were (1) to establish faculty-industry internships and (2) to establish inservice scholarships for students.

208 A SURVEY OF TRAINING-RELATED UTILIZATIONS OF TELEVISION. Hansing, Ruth A.; Matlock, Eugene W. U. S. Naval Personnel Research Activity, San Diego, Calif. Navy Training Research Laboratory. Feb. 1970. 53 p. EDRS (ED 058 378), MF $.65, HC $3.29.

This report provides a broad survey of the current state of television training technology in civilian and military situations, including detailed information concerning a variety of specific applications at local Navy training facilities in the San Diego area. The relative effectiveness of the existing conventional and unique utilizations of television is studied, and recommendations are made regarding the feasibility of applying existing systems to other Navy contexts or to developing modified or innovative systems. The research information presented includes data pertaining to specific equipment types, personnel requirements, and cost and training factors associated with typical television systems. The effectiveness of television as a potent and diversified training tool is confirmed in a wide variety of research findings and demonstrated in a broad range of operational training situations. The most prevalent training use of television is simply as a device to present filmed instruction in a classroom. The more effective utilizations of television, however, appear to be those applications which capitalize on the unique capabilities of the medium, such as in providing immediate performance feedback or in supplying visually programed task direction.

209 A STUDY OF REGISTERED NURSES WHO VIEWED THE PANMED TELEVISION PROGRAM SERIES IN NURSING. Bolte, Irma M.; Fleming, Juanita W. In Journal of Continuing Education in Nursing, Vol. 2, No. 5. Sep-Oct 1971. pp. 13-20.

A study conducted to determine some characteristics of registered nurses in Kentucky who viewed or had heard of the PANMED program television series in nursing and their perceptions of the series. Charts, statistics, references.

210 EVALUATING NON-COMMERCIAL TELEVISION: A CASE STUDY. FINAL REPORT. Adams, Paul D. Texas University, Austin. Center for Communication Research. April 1971. 177 p. EDRS (ED 053 562), MF $.65, HC $6.58.

Public television differs from commercial broadcasting in its assumptions, goals, and approaches. While commercial television seeks the largest possible audience, public television seeks to maximize the effectiveness of a program for a specific audience, not maximize the size of the audience. This study sought to provide a method for determining whether a public television program was meeting its objectives. It used a series of mail surveys, personal interviews, and telephone follow-ups to gauge the effect of an interview show called "The Way People Live" on its audience in the Austin and San Antonio areas of Texas. Surveys, questionnaires, and analyses are fully presented here. Overall, it was found that social and demographic characteristics of viewers and not differences related to program impact most distinguished the audience. Attitudinal items and questions did not predict how frequently a viewer watched the show.

3270 Telephone

211 THE DEVELOPMENT OF TELELECTURE AND ASSOCIATED MEDIA SYSTEMS FOR THE IMPROVEMENT OF NURSING EDUCATION IN WEST VIRGINIA. Puzzuoli, David A.; Fazzaro, Charles J. West Virginia University, Morgantown. College of Human Resources and Education. August 1971. 90 p. EDRS (ED 059 594), MF $.65, HC $3.29.

A feasibility study explored the use of the telelecture technique for continuing nursing education in the state of West Virginia. Telelecture is a two-way amplified communications system designed to bring together individuals and/or groups by means of a regular telephone network. The results of the study showed that it is an effective technique which brought continuing education courses to nurses throughout the state. The nurses who were taught by the telelecture method performed as well on tests as nurses taught by conventional methods. In addition the cost per student of the telelecture method compared favorably with the cost of traditional continuing nursing education programs.

212 EDUCATIONAL TELEVISION IN CENTRAL PENNSYLVANIA: A TELEPHONE AUDIENCE SURVEY OF WPSX-TV. Lindsay, Carl A; And Others. Pennsylvania State University, University Park. Dept. of Planning Studies in Continuing Education. August 1971. 79 p. EDRS (ED 059 436), MF $.65, HC $3.29.

A telephone survey of the size, characteristics, and viewing preferences of the audience of WPSX-TV, the educational television station of The Pennsylvania State University. Audience data are based on 1,686 households from a systematic probability sample of 4,176 prime and alternate respondent households in The Central Pennsylvania area. Included in the report is a discussion of the methodology, interviewer training and performance, audience profile, viewing habits, program preferences, and comparisons with a similar study conducted in 1968.

3500 COMMUNICATIONS -- INSTRUCTIONAL DEVICES

213 REPORT ON A STUDY OF DEVELOPMENTS IN INSTRUCTIONAL TECHNOLOGY AND THEIR APPLICATION TO EDUCATION FOR MANAGEMENT ACCOUNTANTS. Allan, J.N. Society of Industrial Accountants of Canada, Hamilton, Ontario. Nov. 1971. 83 p. EDRS (ED 059 481), MF $.65, HC $3.29.

A study of instructional technology (IT) was made to determine the present state of the art and anticipate future developments, and to relate this to professional education for management accountants at the undergraduate and graduate levels. It was to provide a frame of reference for determining the role of the Society of Industrial Accountants in developing instructional systems, in allocating resources for program development, and in deciding on the approach most appropriate to Society of Industrial Accountants programs. IT is defined as the medium born of the communications revolution and as a systematic way of designing, carrying out and evaluating the total process of learning and teaching in terms of specific objectives. Its potential benefits include providing greater flexibility in matching learner needs and instructional resources, permitting continuous monitoring of a program and achieving the optimum in cost-effectiveness, broadening the scope for more effective experimentation and innovation, and providing for the introduction of response and feedback mechanisms.

3820 Personnel Selection Policies and Practices

214 SELECTION AND TRAINING FOR SMALL INDEPENDENT ACTION FORCES: FINAL REPORT. Olmstead, Joseph A.; And Others. Human Resources Research Organization, Alexandria, Va. Feb. 1972. 63 p. EDRS (ED 060 437), MF $.65, HC $3.29.

The overall objective of this research was the development of procedures for selecting and training personnel to serve in Small Independent Action Forces (SIAF) units. This report of Phase III of the three-phase research and development project describes research that required two almost completely independent activities: (a) development of a composite training test, and (b) validation of selection tests and final development of selection materials and procedures into a Small Independent Action Forces Selection Program. Training procedures and materials for developing the required knowledges and skills were developed in Phases I and II.

3900 Staff Training

215 A TRAINING MANUAL IN HUMAN RESOURCE DEVELOPMENT. McKenzie, Joe M.; And Others. Mississippi State University, State College. Jan. 1971. 115 p. NTIS (PB-199 482).

This report is a compilation of training materials used in two institudes conducted by the Mississippi State University in cooperation with the Mississippi Employment Security Commission. The objective of the project was to develop a training program and a handbook which would better prepare state employees to work with the disadvantaged through increased awareness of the special problems of those persons. The participants were selected career employees in their first year of employment and represented both sexes, different socioeconomic levels. Analysis of data collected in conjunction with the institutes revealed that the participants had become less authoritarian in that they had exhibited lessdesire to manipulate, coerce, or control others. Also, followup data gathered 6 months after training showed that employers rated participants as being more efficient and competent in their work. Other conclusions are discussed.

4000 Teacher, Leaders, Change Agents

216 AN ANALYSIS OF THE TEACHING PLAN OF THE ADULT EDUCATOR AND ITS RELATIONSHIP TO TEACHING EFFECTIVENESS. Evans, Virginia. Ohio State University, Columbus. Cooperative Extension Service. Abstract of a dissertation. 1970. 6 p. EDRS (ED 053 347), MF $.65, HC $3.29.

An analysis of the teaching plans of adult educators in the Ohio Cooperative Extension Service and an examination of the relationship between the quality of the teaching plan for one lesson, the effectiveness of teaching performance as rated by supervisors, and personal experience factors of the educator were conducted. A 40% random sample was drawn for the study, and teaching plans were received for 96% of this sample. These were evaluated by an independent jury of adult educators. Each Extension Agent completed a personal experience questionnaire and a self-evaluation of his own teaching plan. Supervisors rated teaching performance by paired comparison of agents. The mean score of the total teaching plans evaluated by the independent jury was 2.44 on a scale ranging from 0-5. Mean scores for teaching plans were highest for home economics agents and lowest for agricultural agents. In addition, supervisors rated differently the teaching performance of county and area agents. Also, significant positive correlations existed between the self-evaluation and the independent jury evaluations of the teaching plans.

217 ANNUAL SUMMARY REPORT. PROJECT: LEADERSHIP TRAINING. Jacobs, Thomas O. Human Resources Research Organization, Fort Benning, Ga. June 1970. 16 p. NTIS (AD-708-408).

The objective of the present project is to develop a review and integration of the current social psychological and sociological literature relevant to leadership in formal organizations. The work during the first year of the project has consisted of abstracting and cataloging approximately 900 references; the projected outline of the review is presented as an appendix to the report.

218 THE TRAINING OF THE HISTADRUT'S OFFICERS STUDIED FROM THE BASIC POINTS OF VIEW OF ADULT EDUCATION. Bien, Yehuda. Text in Hebrew with English summary. 1971. 96 p.

This study is part of a country-wide study in Israel dealing with the various levels of adult education; it looked at teachers and lecturers in their "natural milieu" at various courses planned to train the Histadrut's officers, the purpose being to find out the best ways to train adult educators and to propose a framework or schemes of training. The program of this research comprises six courses; four are local inservice courses, arranged once a week, for members of "Labor Committees." The two others are located at the central "Histadrut's Workers' College" in Tel-Aviv. They include academic subjects of Management and Economics and their main concern is in students, who perform line and department jobs on management level. Twenty-six teachers and lecturers were involved; student population was 195. As a result of the findings, it was recommended that the Histadrut should establish a training department; should start a new educational policy based on a permanent educational program embracing all Histadrut's officers; and there should be a particular Training Program and Curriculum, aiming to create a direct linkage between study and action and founded on the principles of adult education as a permanent life-situation and problem-solving process.

219 LEADERSHIP IN MULTI-COMMUNITY AND MULTI-COUNTY DEVELOPMENT ORGANIZATIONS. Reeder, W. W.; And Others. State University of New York, Ithaca. College of Agriculture at Cornell University. Regional Development Studies, No. 3. 1969. 38 p. EDRS (ED 051 495), MF $.65, HC $3.29.

This study concerns the types of influence exerted by staff individuals and units and nonstaff individuals and units in the activities or regional economic and social development organizations. Four different social units, each involving different theoretical considerations, are involved in the analysis. These four social units are: social action situations, personalities, organizations, and regions. The position and role specifications of staff and lay leaders are delineated. Other areas of discussion are the decision making processes, the power and influence processes, the tension management processes, the involvement and motivation processes, and the goal attainment processes in relation to various development goals.

220 ADOPTION OF EXTENSION INNOVATIONS AMONG SELECTED PERSONNEL IN THE OHIO COOPERATIVE EXTENSION SERVICE. Rathore, Omkar Singh, Ph.D. Ohio State University. 1971. 221 p. University Microfilms.

In an effort to analyze diffusion of innovation within extension education itself, the author studied patterns of adoption or nonadoption of innovations by state specialists and area agents in the Ohio Cooperative Extension Service (CES) as related to background and personal characteristics. He classified the specialists and area agents into five adoption categories; investigated how features of the innovations themselves affected their adoption; and sought the most effective channels of communication in each adoption category. Because of such favorable features as effectiveness and practicability, certain innovations (teach teaching, overhead projectors, interdisciplinary program development, etc.) had been widely adopted. Such others as super-eight-MM film, synchronized slide/tape presentations, and the use of paraprofessionals, had been adopted less widely because of unavailability, lack of training, or noncompatibility. Specialists and area agents tended to consult personal sources rather tha impersonal information sources for ideas about innovations. Age, tenure in CES tenure in current position, and self-perceptions toward innovations were associated with innovativeness scores of specialists; self-perceptions and favorable attitudes toward innovations were associated with innovations scores of area agents. Amount of formal education, fields of study, knowledge scores, job satisfaction, number of workshops attended, and the "Consideration" dimension of leadership behavior, all lacked significance.

221 EFFECT AND STABILITY OF LEADERSHIP TRAINING. Peterson, Peter B. George Washington University, Washington, D.C. July 1971. 28 p. EDRS (ED 053 680), MF $.65, HC $3.29.

The purpose of this study was to investigate the effect of U.S. Army Engineer Officer Candidate training and the stability of this training when measured again years after departure from Officer Candidate School. A self-description inventory was administered at the beginning of a 6-month training program, again near the end of the program, and then on a third occasion several years after departure from the training program. A total of 347 individuals were examined as both entering and graduating students. In addition, a total of 757 individuals were examined as both graduating students and again years later after departing from the Officer Candidate School. It was found that several scales that measured change during training also differentiated between graduating and nongraduating students, thus indicating that the effects of selection and training were, to a substantial degree, similar. Significant differences were also found between the scores of graduating students who remained in the Army and those who departed. The significance of these findings from the point of view of a better understanding of the training process and of the implication for Officer Candidate School policy was discussed.

222 SOME FACTORS INFLUENCING THE LENGTH OF TENURE OF COUNTY EXTENSION AGENTS, 4-H IN OHIO. Petteys, Rodney A. Ohio State University, Columbus. Dept. of Agricultural Education. M.S. Thesis. 1970. 19 p. EDRS (ED C52 459), MF $.65, HC $3.29.

The perceptions of county Extension agents, 4-H relative to selected factors influencing length of tenure in the Ohio Cooperative Extension Service were studied. A questionnaire was sent to 128 present and former agents. Of these, 118 usable ones were returned. Conclusions are: (1) The attitudes of agents toward salary and in-service training were associated with length of tenure; (2) No significant differences existed in ranking of factors, by agent groups, in the position features of job requirements and analysis, policy, working relations, family and personal features, and pre-service training.

223 ON THE DEATH AND TRANSFIGURATION OF LEADERSHIP TRAINING. Fiedler, Fred E. Washington University, Seattle. Paper presented at American Psychological Association Convention (Washington, D.C., Sept. 3-7, 1971). Sept. 1971. 30 p. EDRS (ED 058 595), MF $.65, HC $3.29.

Empirical research shows that neither leadership training nor experience increases organizational performance. These disappointing results can be explained by the Contingency Model. This theory postulates that task motivated low esteem for the Least Preferred Coworker (LPC) leaders perform best in very favorable and unfavorable situations while relationship--motivated (high LPC) leaders perform best in situations of intermediate favorableness. It has been assumed that training in job's technical aspects and in handling interpersonal relations will make a leader more effective. In contrast, the Contingency Model holds that we must see training as improving the favorableness of the leadership situation. Therefore, in very favorable and unfavorable situations, training and experience will improve the performance of low LPC leaders but decrease performance of high LPC leaders but decrease that of low LPC leaders. This hypothesis is supported by data from previous studies as well as two recent studies which specifically tested this hypotheses.

224 LEADERSHIP AND EXCHANGE IN FORMAL ORGANIZATIONS. Jacobs, T. O. Human Resources Research Organization, Alexandria, Va. Dec. 1970. 361 p. EDRS (ED 057 430), MF $.65, HC $T3.16. Also available from HumRRO,

300 North Washington St., Alexandria, Va. 22314 ($8.00 hardcopy).

This volume reviews and reinterprets the existing literature on leadership, power, and influence processes; and provides a theoretical basis for understanding the leadership process in formal organizations. Numerous cited studies demonstrate that leadership is always relative to the situation; e.g., the effective leader makes significant contribution to group goal attainment, and the group repays him with leadership status and the esteem that accompanies accepted leadership. In addition to providing an understanding of such an exchange process, this book also explains how leaders can motivate groups to accept influence, describes the processes that underlie continued exertion of influence, and outlines the ways in which leaders can make unique contributions to group goal attainment.

225 ROLE OF THE AREA EXTENSION AGENTS IN PROGRAM DEVELOPMENT AS PERCEIVED BY SELECTED EXTENSION PERSONNEL. Kunzru, Omkar Nath, Ph.D. Ohio State University. 1971. 220 p. University Microfilms.

The study examined the program development role of Cooperative Extension area agents (Agricultural Industry) in Ohio as perceived by themselves, county agents, county chairmen, area supervisors, state specialists, and department chairmen. Relationships were also sought between certain characteristics--age, education, tenure, dogmatism level, frequency and type of contact with area agents--and respondents' perceptions of the role of area agents. Data were obtained by a mailed questionnaire. In general, the personal characteristics were strongly associated with perceptions as to the proper role of area agents in program development. Some major conclusions were: (1) area agents felt their evaluation tasks should be performed at the county level, but all other groups favored the area and state levels; (2) county agents and chairmen felt that area agents should involve the county staff more fully in area program planning; (3) state specialists felt that area agents should involve them more fully in program implementation at all levels; (4) compared to the oldest group, the youngest group considered area agents' advisory tasks relatively unimportant; (5) B.S. degree holders perceived area agents as sources of technical knowledge, while Ph.D. holders expected area agents to devote more time to research; (6) the majority of the most important area agent tasks pertained to program implementation, and a majority of these were seen as being well performed.

226 THE PREDICTION OF ORGANIZATIONAL PERFORMANCE: THE CASE OF PROGRAM INNOVATION. Hage, Jerald; Dewar, Robert. Paper presented at American Sociological Association Annual Meeting (66th, Denver, Colo. August 30-September 2, 1971). Sept. 1971. 38 p. EDRS (ED 057 428), MF $.65, HC $3.29.

Three aspects of organization--structure, resources, and leadership attitudes--were examined in a longitudinal study of 16 health and welfare agencies to determine which factors best predicted the rate of program innovation. Study results revealed that occupational specialization was the strongest structural predictor, that professional activity was the most important resource variable, and that positive change attitudes of the elite were the most important leadership variable. Multiple correlation of these variables accounted for 60% of the variance.

227 SELF STUDY COURSE FOR ADULT 4-H LEADERS. A PILOT STUDY BY SECOND YEAR 4-H LEADERS IN SIBLEY COUNTY, MINNESOTA, 1971. Schwartz, George; Merden Phyllis. Dept. of Agriculture, Washington, D.C,; Minnesota University, Minneapolis. Agricultural Extension Service. 1971. 29 p. EDRS (ED 060 420), MF $.65, HC $3.29.

An evaluation was made of a programed course "A Self Study Course for Adult 4-H Leaders" from Colorado State University, to determine if leaders would complete a self-study program in lieu of county training meetings. Seventeen leaders completed evaluation forms and the lessons. The study results are presented in 10 chapters: Why 4-H?; Planning the 4-H Program; The 4-H Club Meeting; Learning Experiences; 4-H Teaching Methods; How to Grow Up; Motivations of Youth; Parent Cooperation; 4-H in the Community; and Resources to Help You. The responses of the leaders to specific questions are tabulated. Recommendations of the leaders were: (1) Add local county situations ideas and information; (2) Add more specific solutions to various problems that leaders encounter; (3) Change the programed format; and (4) Use self-study course in present form. Two appendixes present the Evaluation Sheet and Lesson enclosures.

228 ROLE EXPECTATIONS OF THE FOLK HIGHSCHOOL TEACHER. Tahvaneinen, Seppo. In Adult Education in Finland, Vol. 8, No. 1. 1971. pp. 20-29.

Folk highschools in Finland are state assisted boarding schools whose functions are to provide instruction in the humanities, socioeconomic and natural sciences. Object of this study was to investigate the expectations directed to their teachers by the students.

229 UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION COURSES TO REACH LESS-ADVANTAGED ADULTS IN METROPOLITAN AREAS. FINAL REPORT. Stevenson, William W.; And Others. Oklahoma State Department of Vocational and Technical Education, Stillwater. Oklahoma State University, Stillwater. Sept. 1970. 86 p. EDRS (ED 049 191), MF $.65, HC $3.29.

A 2-week institute was held to orient participants to the world of the disadvantaged and to give them ideas on methods of training teachers for disadvantaged adults. The 77 participants--including teacher educators, teachers, community workers, state department of education personnel, and counselors--attended lectures by consultants from the School of Occupational and Adult Education at Oklahoma State

University, the State Department of Vocational and Technical Education, and the Area Manpower Institutes for Development of Staff, and participated in small-group discussions. An important feature of the institute was a live-in arrangement whereby participants spent four nights in the home of a disadvantaged family. Most participants evaluated the institute favorably. In addition, a 4-month followup found that most participants subsequently engaged in one or more activities designed to improve education for the disadvantaged. (The report includes lists of participants and consultants, a schedule of daily activities, and some of the evaluation forms developed.)

230 WHAT ARE LEADERS REALLY LIKE: A STUDY OF ADULT 4-H VOLUNTEER LEADERS: BIOGRAPHICAL PROFILE. Pace, David E. Term paper for the course Special Problems in Rural Education, University of Maryland. 1969. 61 p. EDRS (ED 051 468), MF $.65, HC $3.29.

In order to develop effective training programs for adult volunteer 4-H leaders, profiles of 161 present leaders were obtained by use of a questionnaire. The data obtained were analyzed by means of a frequency count. Fifteen basic assumptions were developed to establish a criteria of certain givens or beliefs. Although this study is limited as to the sample, some conclusions are possible, one being that the 4-H leader needs more knowledge in program planning and development, in principles of leadership, and in understanding adolescence or the process of becoming.

231 READABILITY OF NEWSPAPER ARTICLES WRITTEN BY COUNTY AGRICULTURAL EXTENSION AGENTS. Upchurch, Jefferson Woodrow, Jr. North Carolina State University, Raleigh. Dept. of Agricultural Information. April 1969. 59 p. EDRS (ED 052 415), MF $.65, HC $3.29.

Articles submitted to newspapers by 100 agents of the North Carolina Agricultural Service were studied to determine the readability of the articles, and to determine the extent to which certain selected factors were associated with reading ease scores. Five of each of the respondents' newspaper articles were randomly selected, and 100-word samples were randomly chosen from each of the five articles. The Farr-Jenkins-Paterson Reading Ease Formula was used to determine reading ease or readability. Personal data and agents' attitudes toward writing and the use of newspapers as a teaching aid were collected by means of mailed questionnaires. The data were analyzed by the use of descriptive statistical methods, according to tenure in Extension, education, reading habits, writing experience, and regard for the newspaper article as a teaching method. Findings are that: only 7 of the 100 agents wrote in the "standard" range; the agent's field of education affects his ability to write at a relatively high level of readability; a small number of agents had received writing training; and the agents place a relatively high value on the use of newspaper articles as a teaching method.

4025 Law Enforcement, Correctional Personnel

232 CORRECTIONS 1968: A CLIMATE FOR CHANGE. Harris (Louis) and Associates, Inc., New York, N. Y. Ford Foundation, New York, N. Y.; Joint Commission on Correctional Manpower and Training, Washington, D.C. Available from Joint Commission on Correctional Manpower and Training 1522 K St., N.W., Washington, D.C. 20005 ($1.00). Aug. 1968. 46 p. EDRS (ED 032 407), MF $.65, HC $3.29.

To explore how individuals in the corrections fields perceive their work, the functioning of their agencies, and the effectiveness of the various correctional fields, a national sample of 1,870 correctional workers, in institutions and in probation and parole agencies were interviewed. Some findings were: (1) A majority saw the total system as "somewhat effective", (2) The police received a positive rating from almost 70 percent, (3) Over half felt that the courts have been "generally fair", but there was a strong minority opinion of too much leniency, (4) There was fairly general agreement on the low level of correctional accomplishments, (5) With variations within different correctional settings, rehabilitation was considered the most emphasized of four goals and was overwhelmingly considered the desired primary goal, (6) A generally low level of formal training in corrections and criminology was indicated, and (7) Job satisfaction was high. Suggestions for improvement included increased use of probation and parole, more community oriented Programs, and better training of staff.

4100 Administrators

233 CHARACTERISTICS OF THE FEDERAL EXECUTIVE. U.S. Civil Service Commission, Washington, D.C. Federal Executive Institute, Session IX, May 10-July 3, 1970. July 1970. 20 p. EDRS (ED 064 579), MF $.65, HC $3.29.

The personal characteristics, educational background, occupations, and attitudes of 54 Federal Executives who attended Session IX of the Federal Executive Institute, U.S. Civil Service Commission, are given. The average age of the group was 47.6 years (range 36 to 61). The federal grades were 18% in GS-5, 66% in GS-16 and equivalent, and 16% in GS-17 and equivalent; 70% of the executives worked in the Washington, D.C. area. Fifty percent of the group had more than 20 years of Federal Service. Only 2 of the 584 women in the executive inventory attended the session, and only 2% of the inventory were women. The occupational diversity of the executives showed a greater concentration in the field of Administration-Management (42%), with the field of Physical Sciences in second place with 24%. About 88% of the group had at least one college degree, and 18% held advanced degrees; of the 10% who entered Government service with only a high school education, only 2% had done additional study; and 65% who had entered with less than a doctoral degree had completed significant amounts of education. Thirty-two percent who entered Government service at GS-5 or below entered prior to World War II. The means of entry were by Management Intern Examination (6%), Junior Management Assistant Examination (8%), Federal Service Examination (18%), Federal Administration and Management Examination (4%), and other examinations (64%). Of the group, 48% were total career session executives showed a 19% increase in the interest in the area of Political, Economic, and Social Problems.

4300 EVALUATION

234 PROJETO CONSTRUCAO CIVIL. (CONSTRUCTION PROJECT) Servico Nacional de Aprendizagen Industrial (SENAI), Rio de Janeiro, Brazil. Oct. 1970. 35 p.

A construction project in the state of Guanabara has been used by the National Industrial Apprenticeship Service to assess the effectiveness of a method of evaluating training programs. The project enabled 3,000 workers to receive training between July 1968 and June 1970, the main purpose was to provide accelerated but intensive training. Courses were intended mainly for adults and lasted 40 to 60 hours. They took place on site and the content was worked out on the basis of job analysis. Instructors were foremen who had received 30 hours' instruction in teaching methods. The sample on which the evaluation was carried out (14.8% of those trained) was affected by the high degree of mobility of the construction labor force and the difficulty in tracing former trainees. Evaluation criteria were: availability of resources, mobilization of resources, quantitative results, and qualitative results. Weighting coefficients were worked out for these criteria to determine their effect on the construction program. All data were collected at the construction site. It was concluded that the project was a success as a means of training, although the available resources had not been used to the full. Recruitment of workers by the foremen was found to be quite appropriate. The main advantages of the method of evaluation were: it reinforces overall planning of vocational training; establishes a permanent medium of "self-evaluation" for training program managers; and serves as an effective instrument for control and pin-pointing problems. (Difficulties in using the method are listed.)

235 A SURVEY OF STUDENTS-RATIONALE AND MODE OF ENQUIRY. Duke, C.; Butterfield, Merrelyn. In Australian Journal of Adult Education, Vol. 11, No. 1. April 1971. pp. 3-19.

Practitioners of education often ignore process both in teaching and administration. This centre's preoccupation with process is shown in this article, along with its interest in context. The article gives the reasons for a survey and shows the design of the questionnaire and its application.

236 AN INSTRUMENT READING TRAINING COURSE FOR GROUP IV PERSONNEL. Van Matre, N. H. Naval Personnel and Training Research Laboratory, San Diego, Calif. May 1971. 30 p. NTIS (AD-726 408).

The investigation concerns the development and evaluation of an Instrument Reading Training Course intended to provide Group IV personnel with a practical job skill which could enhance their utility in the fleet. Thirteen classes of trainees (total N=188) completed the short Instrument Reading Course under several different instructional formats. The relative effectiveness of the various training methods was determined by comparing achievement data obtained from pre- and post-training written instrument reading tests. The course was successful in training Group IV personnel to read Navy measurement devices at a skill level approximating that of experienced non-group IV men. In this study the most effective method for training Group IV personnel in instrument reading utilized self-study workbooks which contained both instructional material and practice worksheets.

237 EVALUATION OF ADULT EDUCATION. Trant, David. March 1970. 17 p. EDRS (ED 064 608), MF $.65, HC $3.29.

This paper examines in detail the problem of evaluation as applied to adult education, and presents results of a study in which adult students evaluated the night school program in Vancouver by means of a questionnaire. The following topics are discussed: the definition of evaluation; the differences between evaluation as applied to adult education and to formal education; the meaningfulness of evaluation; its basic theory; and which questions to ask about the success of adult education and how to secure answers. The Vancouver study revealed that an overwhelming majority of the participants look very favorably on their adult school experiences and consider they are achieving their objectives. A copy of the questionnaire is included.

238 EFFECTS OF ESTABLISHING A CONCEPTUALIZATION CONTEXT FOR LEARNING MONITORING AND EVALUATING TASKS. FINAL REPORT. McCutcheon, Richard E., Jr.; Brock, John F. Naval Personnel and Training Research Laboratory, San Diego, Calif. July 1971. 21 p. NTIS (AD-726 690).

The research evaluates the effectiveness of a "Concepts of CIC" program in improving performance on classroom monitoring exercises. The function of the combat information center watch officer (CICWO) course is primarily to train CICWOs in monitoring and evaluating. Two versions of "Concepts of CIC" were administered to two groups of students in the course. As compared to a control group which did not receive the program, it was found that administration of the conceptualization program at the beginning of the course significantly improved performance on classroom monitoring exercises in terms of both decision and error detection scores.

239 FIELD TEST OF THE WEIGHTED AIRMAN PROMOTION SYSTEM: PHASE I. ANALYSIS OF THE PROMOTION BOARD COMPONENT IN THE WEIGHTED FACTORS SYSTEM. Koplyay, Janos B. Air Force Personnel Research Division, Lackland AFB, Texas. April 1969. 18 p. EDRS (ED 054 314), MF $.65, HC $3.29.

A sample of 2,290 airmen who were eligible for promotion to grades E-4 through E-7 was used to field-test the proposed weighted Airman Promotion System. Data included scores on the Specialty Knowledge Test and the Promotion Fitness Examination, points credited for time in grade, time in service, decorations, and Airman Performance Report mean overall evaluation. Average promotion board scores were computed by dividing each airman's raw board score by the number of members on the promotion board and multiplying the quotient by 10. Two weighted factor scores, one including and one excluding the average board score, were developed. The hypothesis tested was that inclusion of the board score component in the weighted factors composite score did not have an effect on the ranking of the airmen. Rankings of individuals on the weighted factors composite were found to be essentially unaffected by inclusion of the promotion board score. It was concluded that using a board score factor merely inserted a non-visible component which would obscure explanations for nonpromotions.

240 AN ECLECTIC APPROACH TO EVALUATION STRATEGIES IN ADULT EDUCATION. Brack, R. E. Paper presented at the Adult Education Research Conference (Chicago, Illinois, 1972). 1972 15 p. EDRS (ED 064 577), MF $.65, HC $3.29.

Three evaluation studies are used to illustrate the notion of an eclectic approach to adult education evaluation. The first study, Credit and Non-Credit Offerings in a Federal Penitentiary, evaluated the learning climate in this educational setting using data collected from participating inmates (Questionnaire), non-participating inmates (interests inventory); educational counselors and teachers and program administrator (interviews), and from Extension Division instructors (narratives). In the second study, Consumer Notes (a weekly television program for homemakers), a telephone survey conducted at the conclusion of the series and questionnaires completed by a panel of 30 homemakers weekly, at 13 weeks, and at the conclusion of the 26-week series were used to obtain evaluation data. Two learning modules, one on soil nutrients and soil testing and the other on communication, were evaluated using three evaluation modes: reaction panel, Field Test A, and Field Test B. Three constraints which affected the choice of the evaluation strategies were the kinds of questions which the programmer needed to answer, the methods and sources of data collection and the limitations of resources in terms of time, money, and staff. Examples of evaluation models or elements are given, as follows: Objectives-based evaluation, Context evaluation, Process evaluation, Formative evaluation, and Selection of criteria.

241 AN EVALUATION MODEL DESIGNED TO MEASURE THE EFFECTIVENESS OF A ONE-WEEK TRAINING COURSE, "POSITION CLASSIFICATION AND THE MANAGEMENT PROCESS." U.S. Civil Service Commission, Washington, D.C. Bureau of Training. June 1970. 48 p. EDRS (ED 064 568), MF $.65, HC $3.29.

The evaluation of a one-week training course for position classification trainees and personnel specialists is described. The study population included 29 Government employees in grades 5 through 9, 14 of wh whom were position classification trainees and 15 of whom were interns or personnel specialists. The evaluation study outline was as follows: Course selected for evaluation; Learners pre-assessed by assumptions by the Personnel Management Training Center staff and by analysis of participants' present job responsibilities; Course objectives stated in terms that are behavioral, observable, and measurable; Evaluation instruments established; Course designed; Course conducted and evaluation data gathered; Evaluation data analyzed; Conclusions formed from evaluation data; Recommendation made for course redesign; and Evaluation model redesigned. The course selected for study was "Position Classification and the Management Process." A Summary Chart presents objectives, methods of observation, and acceptable level of performance. Ten attchments provide the evaluation instruments; these are 50-item objective pre-test; 50-item objective post-test; (attachment is a test-item distribution chart for both the pre- and post-test); Learner self-assessment questionnaire and Supervisor assessment questionnaire; Training work product rating scale; Student work sheet for evaluation of positions; Checklist for desk audit; Evaluation of specific content items; Evaluation of resources, methods, and materials; Evaluation of instructor; and Evaluation of environmental features.

242 THE VALIDITY OF ASSESSMENT CENTERS. Thornton, George C., III. Colorado State University, Ft. Collins. Paper presented at the Rocky Mountain Psychological Association Convention in Denver, Colo., May 12-15, 1971. May 1971. 36 p. EDRS (ED 050 411), MF $.65, HC $3.29.

This paper summarizes a review of the recent literature in search of evidence for the validity of industrial assessment centers. The topic is divided into two parts: (1) the evidence regarding the validity of several of the individual assessment techniques that are used in industrial assessment centers; (2) the evidence concerning the validity of the overall assessment rating (OAR). Findings indicate that: (1) the most valid techniques seem to be performance exercises involving "samples" of behavior; (2) few studies have treated the techniques psychometrically; (3) numerous reports fail to report the co-relations of the tests, games, etc., with any sort of criteria, although these data were gathered; (4) the overwhelming finding is that OAR's are related to a variety of criteria for subsequent performance and potential in managerial positions; (5) there are serious questions regarding the quality of research designs and problems with criterion contamination in some studies; and (6) the overall assessment evaluation adds a unique contribution to assessment beyond information obtainable from objective tests.

4600 EDUCATION OF SPECIAL GROUPS

4625 Young Adults

243 HOUSETON'S OUT-OF-SCHOOL NEIGHBORHOOD YOUTH CORPS: A COMPARATIVE OBSERVATIONAL STUDY OF THE NYC'S IMPACT ON THE WORK ATTITUDES AND JOB FUTURES OF POVERTY YOUTHS. Harwood, Edwin; Olasov, Robert. Rice University, Houseton, Texas. Dept. of Anthropology and Sociology. October 1968. 290 p. NTIS (PB-184-978).

To evaluate the effect of three Houston Neighborhood Youth Corps (NYC) out-of-school programs on work attitudes and job futures of poverty youth as well as to provide recommendations for program improvement, statistical data were gathered from NYC sponsors' reports and from the trainees' personal folders. The accuracy of the data is limited because it was not always known how the sponsors compiled the data, and there were some informational gaps in the trainees' folders. Some major findings were (1) Few males are in the program because they can earn more money in unskilled and semi-skilled jobs; (2) More females are in the programs because they cannot compete as well for the better paying semi-skilled jobs; (3) Remedial education has been a failure; (4) The agencies that need trainee labor the most are often the least able to hire and pay the lowest wages, and (5) The sponsor faces a serious dilemma in the case of those girls who are of low level intelligence, unmotivated, or exceptionally deficient in education. Recommendations were made for work stations, counselor caseloads, trainee enrollment, counseling techniques, restrictions on male employment training courses for females, and financial rewards and bonuses.

4635 Older Adults

244 THE EFFECTS OF AGING ON INTELLIGENCE. Bromley, Dennis B. In Impact of Science on Society, Vol. 21, No. Oct/Dec 1971. pp. 291-301.

245 A SURVEY OF PRE AND POST RETIREMENT PROGRAMS OFFERED BY MAJOR EMPLOYERS OF METROPOLITAN CHICAGO. Wilson, Thomas W. Chicago Dept. of Human Resources, Ill. March 1971. 102 p. EDRS (ED 054 409), MF $.65, HC $6.58.

The present study was conceived as a means of gathering basic data on current pre- and post-retirement activities in Metropolitan Chicago. Further, the research was designed to reflect the attitude of the area's business and industrial community toward such programming. Planned in mid-1969, the study was begun officially with the distribution in October of an initial survey questionnaire (Appendix B); distribution of the second research instrument (Appendix C) began in November. Receipt of returns from the two research phases was completed in early 1970. Detailed presentation of survey data is included as Appendix A. The high response to each survey mailing (more than 40% and 87%, respectively) is an indication of the project's success. A typical program is less than 10 years old; is conducted by the personnel department; has little direct involvement from labor respresentatives; and is participated in on a voluntary basis by a majority of employees. Few firms have full-time or even part-time retirement counselors. The second section of the study, using a volunteer sample, involved an effort to document reasons why retirement programs were not offered by firms.

246 FACTS AND FALLACIES ABOUT THE OLDER WORKER. John F. Kennedy Family Service Center, Inc., Charlestown, Mass. May 1969. 102 p. EDRS (ED 052 290), MF $.65, HC $6.58.

The John F. Kennedy Family Service Center in Boston operated a 3-year experimental project to provide assistance to "hard core" unemployed senior citizens. The participants in the program were interviewed and tested to ascertain their abilities and interests. Vocational counselors then contacted employers to arrange for job interviews and placement. Of a total of 667 persons placed by the Center, 307 were direct placements and 360 persons found jobs by themselves. The project showed that employers can be made to realize that the hiring and retaining of the older worker can be an asset, and that there is a need for more demonstration programs to provide comprehensive supportive services to the older worker.

247 HOW PRE-RETIREMENT PLANNING WORKS. Drake University, Des Moines, Iowa. May 1970. 238 p. EDRS (ED 052 317), MF $.65, HC $9.87.

This demonstration project was designed to develop and evaluate a pre-retirement planning program, and to train representatives of various organizations to develop their own programs. The seven-session pre-retirement program involved 1,329 participants during its 3 years of operation. The program was evaluated through participant evaluation, observation of behavior changes such as having a will drawn or consulting a trust officer and determination of changes in attitudes and adjustments. The second phase of the project, involving training in program development, was carried out in a 2-day seminar-workshop held during the project's third year of operation. As a result of project activities, a guide book was developed for each of the two phases. The findings show a positive change in adjustment to retirement among the 50 to 65 age group, as well as an increased involvement in activities to prepare for retirement among those attending the program.

248 CONTINUING EDUCATION FOR THE AGED: A SURVEY OF NEEDS AND INTERESTS OF OLDER PEOPLE. Hiemstra, Roger P. In Adult Education, Vol. 22, No. 2. Winter 1972. pp. 100-109.

Aged prefer residential or senior citizen center activities to those in formal educational setttings, and (they) perceive instrumental activities ... as more important than expressive activities.

249 COMPREHENSIVE BIBLIOGRAPHY ON EDUCATIONAL GERONTOLOGY. Parts 1-20. Institute of Gerontology, Ann Arbor, Michigan. August 1971. 155 p. EDRS (ED 059 483), MF $.65, HC $6.58.

A compilation of works on educational gerontology is presented. This bibliography is divided into 20 sections: General References: Education for Older People; Educational Programs for Older People; Multipurpose Senior Centers; Recreation for Older People; Preretirement Education; Consumer Education for Older People; Mass Media in Education for Older People; Bibliographies on Education for the Aging; Materials for Old People; Nutrition; Volunteers; Intelligence in Old Age; Learning in Old Age; Teaching Old People; General References: Training Graduate Training; Training at the Baccalaureate Level; Sub-Professional Training; Inservice Training; and Retraining Older Workers.

250 RETIREMENT AND MIGRATION IN THE NORTH CENTRAL STATES: COMPARATIVE ANALYSIS OF LIFE AND RETIREMENT SATISFACTION: WISCONSIN, FLORIDA, AND ARIZONA. Eteng, William I.A. and Marshall, Douglas G. Wisconsin University. March 1970. 79 p. EDRS (ED 066 631), MF $.65, HC $3.29.

A comparison was made of retired males in Wisconsin, Florida and Arizona on the basis of: background characteristics, occupational and financial status, health condition, formal and informal organizational participation, and retirement decision-making, to determine the extent to which these factors are related to their life and retirement satisfaction; and to compare the Arizona and Florida migrant retirees against Wisconsin non-migrant retirees. The highest proportion of satisfied retirees were found to be in the 65-69 age bracket, to be living with wives, to have had a maximum of 16 years of schooling, and a reasonably high pre-retirement occupational level, to have few health problems, and to have looked forward to retirement. Of great consequence was the finding of an almost complete absence of pre-retirement planning among a large proportion of retirees.

251 TROWBRIDGE HOUSE GERIATRIC AIDE PROGRAM. FINAL REPORT. Trowbridge House, Inc., Hudson, Ohio. October 1971. 32 p. EDRS (ED 057 336), MF $.65, HC $3.29.

Thr Trowbridge House Deriatric Aide Program, performed at MDTA centers in Akron and Cleveland, Ohio, was developed to demonstrate whether the active and positive recruiting methods widely used by proprietary schools could be adapted to obtain more and better qualified disadvantaged persons for skills training; whether a high quality, prevocational independent study program (on tape cassettes), presenting orientational, motivational, and communications skills materials could be combined with traditional classroom and laboratory hands-on training to produce "better adjusted, more highly skilled, and more personable" trainees; and whether close relationship throughout the program between trainee and program coordinator, whose role in job development is significant, would result in high placement. Extraordinary results of 82% completion and 98% placement at starting salaries significantly higher than anticipated indicate wide application to skills training of positive recruiting techniques, prevocational home study programs, and close relationship with program coordinator.

252 EARLY RETIREMENT: THE DECISION AND THE EXPERIENCE. Barfield, Richard; Morgan, James (Economic Behavior Series) c1969, University of Michigan. 304 p. Available from the Institute for Social Research, University of Michigan, Ann Arbor.

This monograph reports the findings from the first three years of an early-retirement decision study covering older automobile workers and a representative sample of the national population as a whole, with attention to both attitudinal and situational variables. Chapters deal with factors influencing the retirement decision in the national sample; influential factors in selected subgroups; the late-retirement decision; characteristics of the retired; automobile worker response to the availability of early retirement; factors influencing automobile workers' retirement behavior; their retirement plans; and their satisfaction with retirement.

253 A COMPARATIVE STUDY OF BEHAVIORAL STYLE AS MEASURED BY THE JOB ANALYSIS INTEREST MEASUREMENT (JAIM) OF RETIRED ADULT PARTICIPATION AND NONPARTICIPATION IN THE INSTITUTE OF LIFELONG LEARNING, WASHINGTON, D.C. Reeves, Edgar Allen, Ed.D. George Washington University. 1970. 274 p. University Microfilms (No. 70-19,730).

The study sought significant differences in retiree adult education participation and nonparticipation which might be measurable by the Job Analysis Interest Measurement (JAIM); and compared these JAIM behavioral or life-style differences by age, sex, past education, past occupation, and marital status. Participants in offerings by two retirement organizations included 40 men and 181 women; the nonparticipant sample included 53 men and 111 women. No significant behavioral or life-style scales were found relating to educatioan participation or nonparticipation by the aging and retired persons in the sample. Moreover, the five personal characteristics failed to differentiate significantly between participation and nonparticipation in the case of one of the organizations. Several recommendations were made for further study: (1) develop criteria for measuring particpation patterns of retirees and the aging; (2) use life-style as an index of adult education participation; (3) utilize life-style and life-cycle factors in identifying needs among retirees and the aging; (4) refine the life-style measures in order to develop appropriate norms; (5) develop systematic life-style information related specifically to retirees and the aging.

254 A STUDY OF HOW LEVELS OF ACHIEVEMENT AND ANXIETY TOWARD EDUCATION AFFECT OLDER PEOPLE'S PARTICIPATION IN ADULT EDUCATION PROGRAMS. Norton, Paul Gerard, Ed.D. Boston University School of Education. 1970. 214 p. University Microfilms (No. 70-22,461).

This study examined the relationship between achievement level (income, occupation, and education) and anxiety toward education as it affects the educational participation of adults over 65. A special questionnaire covering achievement levels, anxiety toward education, and related socioeconomic information was administered to 525 older adults in Quincy, Massachusetts. Participants had fewer children than nonparticipants, and a higher proportion of participants were single or divorced. Participants showed higher educational and occupational levels. Fewer foreign-born persons were participants. The presence of friends in educational programs, and one's knowledge of educational programs in the community, were both significant factors in participation. Age, sex, travel time, and length of residence in Quincy were not significant. In general, nonparticipants showed higher anxiety and lower achievement than participants. (This anxiety was based on evaluation of their competence, belief that one's learning ability had diminished with age, and feelings of insecurity stemming from previous educational experiences.) Participants had more confidence in their own ability, did not consider themselves psychologically aged, and were unwilling to accept the ascribed status of aging.

255 SERVE: OLDER VOLUNTEERS IN COMMUNITY SERVICE. A NEW ROLE AND A NEW RESOURCE. Sainer, Janet S.; Zander, Mary L. Community Service Society of New York, N. Y. Sept. 1971. 367 p. EDRS (ED 058 552), MF $.65, HC $13.16.

This document reports on a demonstration project using older volunteers in community service in one area of a large city. Questions for which answers were sought include: (1) What type of activities might older adults be given that would be both meaningful and useful; (2) What kinds of community agencies would use the services of volunteers most effectively; (3) How can older adults be motivated in the direction of community service; (4) How can those who will benefit from volunteer service be recruited and retained; and (5) What sort of volunteer workers will older persons be? An exploratory survey was conducted to: (1) gather data about the older adult population in the area, (2) determine what opportunities were available for older volunteers in health, welfare, and educational and cultural agencies, and (3) assess the potential for recruiting older adults. Findings include: (1) Older persons are willing and able to volunteer on a regular basis if agency needs are real, if appropriate assignments are available, if transportation is provided, and if staff leadership is present on an ongoing basis; (2) Volunteers of low socioeconomic status can be recruited and retained; (3) Persons in their seventies had excellent attendance and a high retention rate; (4) Most volunteers functioned consistently and well; (5) The major reasons for volunteering were need for social contacts and to find a useful and satisfying instrumental role; (6) A program of volunteer service requires step-by-step development over a period of time and grows out of a personal appeal.

256 FREE RECALL AMONG THE AGED. Raymond, Beth J. In Psychological Reports, Vol. 29, No. 3, Part 2. December 1971. pp. 1179-1182.

257 GENERAL POPULATIONS, THE AGED, AND WOMEN. INFORMATION ANALYSIS REPORT. Pringle, Marlene B. ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Michigan. December 1970. 58 p. EDRS (ED 048 624), MF $.65, HC $3.29.

A brief analysis of the ERIC/CAPS documents referring to the aged, general population, and women. Documents input during the time period January through June 1970, are analyzed in terms of significant trends and significant single studies. Both significant trends and studies are listed, as well as the reasons for selection. In some instances suggestions for further research or implications for counselors are included.

See also: Sections 1120 Mental Perceptual Abilities; and 1200 Age Difference

4650 Sex Differences

258 ACADEMIC WOMEN REVISITED. Eckert, Ruth E. In Liberal Education, Vol. 57, No. 4. December 1971. pp. 479-487.

Results of a study comparing women professors to men.

259 COMPARATIVE PERFORMANCE OF MALE AND FEMALE ENLISTEES ON AIR FORCE SELECTION MEASURES. Vitola, Bert M.; Wilbourn, James M. Air Force Human Resources Laboratory, Brooks AFB, Texas. February 1971. 22 p. NTIS (AD-726 531).

Male and female enlistee samples were compared for total groups and by enlistment region in terms of their performance on the Airman Qualifying Examination and the Armed Services Vocational Aptitude Battery. Women in the Air Force test-retest performance were evaluated on the Armed Forces Women's Selection Test. WAF performance on the AFWST was compared with their performance on the Armed Forces Qualification Test (AFQT), the instrument currently used to establish the mental ability level of males entering the military services.

4655 Education of Women

260 EMPLOYMENT SURVEY. SURVEY OF WOMEN AND MEMBERS OF VARIOUS ETHNIC GROUPS. California State Colleges, Inglewood. Office of the Chancellor. 1970. 29 p. EDRS (ED 052 703), MF $.65, HC $3.29.

This report contains data from the sixth annual survey of ethnic group employment in the California State Colleges. For the first time, colleges were asked to report the number of male and female incumbents of positions included in the survey, which covered the 1969-70 academic year. The survey includes employees who serve half-time or more in clerical, trade and craft, technical and sub-professional, custodial, professional administrative, instructional faculty, supervisory and protective service positions. Salary ranges were grouped into 4 broad brackets. The five designated ethnic groups were Negro, Oriental, other non-white, Mexican-American, and Caucasian. In addition to tables presenting the data, the report includes: a narrative summary of "highlights", a digest comparing 1970 information with that in previous reports; a description of unique problems and special programs related to recruitment, employment and training of ethnic minorities; and general conclusions.

261 RE-ENTRY OF WOMEN TO THE LABOUR MARKET AFTER AN INTERRUPTION IN EMPLOYMENT. Seear, B. N. Organization for Economic Cooperation and Development, Paris, France. 1971. 130 p. EDRS (ED 052 464), MF $.65, HC $6.58. Also available from OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N. W., Washington, D.C. 20006 ($3.00).

The problems involved in the re-entry of women into employment were studied, and the extent to which there exists a demand for employment for re-entry women was examined. A growing number of women are seeking re-entry in a wide range of income levels. The demand for part-time work appears to exceed supply. Official machinery for assisting re-entry women exists, at least nominally, in all the countries studied.

It has to be decided, however, whether special machinery needs to be created to deal with the particular problems of this group and whether such machinery should take the form of a Women's Bureau. In the United States, the Women's Bureau is getting results. Many women have been handicapped in their careers through lack of vocational guidance. Where there are good openings, many are prevented from taking advantage of them through lack of basic educational qualifications. Success achieved in training older women is being achieved. This study has shown that re-entry programs for older women can be a satisfactory investment for both the community and the woman herself. The nature of the women's labor market will in any case change over the next decade as a result of the combined effects of technology and of the introduction of equal pay.

262 CAREER DEVELOPMENT OF YOUNG WOMEN DURING THE POST-HIGH SCHOOL YEARS. Astin, Helen S.; Myint, Thelma. In Journal of Counseling Psychology, Vol. 18, No. 3. June 1971. pp. 369-393.

Among the results were that educational attainment and marital-familial status best predicted whether women would pursue careers in the sciences, professions and teaching, or to be housewives and office workers. Of the personal variables, scholastic aptitudes and socioeconomic status, as well as early career choices were the best predictors.

263 THE FEMALE LABOR FORCE IN THE UNITED STATES; DEMOGRAPHIC AND ECONOMIC FACTORS CONCERNING ITS GROWTH AND CHANGING COMPOSITION. POPULATION MONOGRAPHY SERIES, No. 5. Oppenheimer, Valerie Kincade. California University, Berkeley. Institute of International Studies. 1970. 209 p. Available from Publications Office, Institute of International Studies, 2538 Channing Way, Room 215, Berkeley, Calif. 94720 ($2.50).

The purpose of this study is to explain the changing and increasing participation of females in the American labor force during this century, especially since 1940. Although the pre-1940 changes are smaller and may be attributable to improvements in census enumeration techniques, there has been a significant increase since 1940 in participation rates of married women in their 30's or older. Noting that the demand for female labor has increased over the years, mainly because of growth in typically female occupations, the study concludes that the increased female labor force participation is due to increased demand, which in turn has induced increased supply, especially among women whose children are in school.

264 WOMEN IN PUBLIC LIFE IN WISCONSIN. A PRELIMINARY REPORT. Bach, Patricia Gorence. Alverno Research Center on Women, Milwaukee, Wisconsin. April 1971. 30 p. EDRS (ED 051 529), MF $.65, HC $3.29.

The study focuses on women elected to public office at the local and state level. A twelve page questionnaire was returned by 294 of the

592 women holding these offices. This first data analysis indicates that: (1) many of the women had parents or relatives who held public office; (2) more women over age 50 held office than those under 50; (3) the women identify more with their mothers than with their fathers; (4) education alone does not loom as important a factor as might be expected; and (5) younger women in office have less college education than considering women in public life, certain established relationships between variables may not hold true.

265 EVALUATION DESIGN FOR THE LOS ANGELES WOMEN'S JOB CORPS CENTER. Carroll, Stephen J.: And Others. Rand Corporation, Santa Monica, Calif. Dec. 1970. 118 p. EDRS (ED 052 372), MF $.65, HC $6.58. Also Available from Communications Dept., Rand, 1700 Main St., Santa Monica, Calif.

The main purpose of this project is to evaluate the success of the Los Angeles Women's Job Corps Center in helping girls rise out of poverty by improving their attitudes and economic status. A second objective is to estimate the cost of each service provided to a girl. Based on comparisons of outcomes among girls as individuals rather than groups, an evaluation design was developed for estimating the relationship between post-program economic prospects, corps woman attitudes, and each element of the set of services received from the Center. Although long-term outcomes cannot be observed for some time, the use of short-term outcomes is adequate when these are related to long-term outcomes. The evaluation design focuses on the potential impact of changes in the mix of services offered by the Center.

266 OPINIONS ON CAREER INVOLVEMENT OF MARRIED WOMEN. McMillin, Marvin R.; And Others. In Journal of the National Association of Women Deans And Counselors, Vol. 34, No. 3. Spring 1971. pp. 121-124.

The results of the study show that a potential area of conflict exists for young adults regarding the career involvement of the wife. College women preferred a career and marriage rather than either alone, while college men preferred that their wives not work after the birth of children.

267 CAMPUS 1970, WHERE DO WOMEN STAND? RESEARCH REPORT OF A SURVEY ON WOMEN IN ACADEME. Oltman, Ruth M. American Association of University Women, Washington, D.C. Dec. 1970. 47 p. EDRS (ED 046 336), MF $.65, HC $3.29. Also available from American Association of University Women, Sales Office, 2401 Virginia Ave., N.W., Washington, D.C. 20037 ($.50).

This report describes the results of a questionnaire which was sent to presidents of 750 colleges and universities which hold institutional membership in the A.A.U.W.; 454 of these responded. The purpose of the questionnaire was to evaluate the activities of women and the extent to which they were involved in the university as students, administrators, faculty, and trustees. Specifically, an effort was made to determine the participation of women in decision-making; personnel policies affecting hiring, promotion, maternity leave, and nepotism; special programs designed for mature women students; utilization of women's abilities in major offices and committees, as department heads, principal administrators and trustees; and general attitudes of administration regarding women. The report presents the background of the study and related studies, the research procedure, a description of the total sample, the results of the study, and a summary and conclusions.

268 VOCATIONAL DEVELOPMENT OF PROFESSIONAL WOMEN: A REVIEW. Levitt, Eleanor. In Journal of Vocational Behavior, Vol. 1, No. 4. October 1971. pp. 375-385.

This article reviews studies investigating women's interest, value, personality, background, and current life situation factors as these variables relate to their vocational development and behavior. In many instances results were inconsistent and reasons for this are given.

269 TRADITIONAL AND PIONEER WORKING MOTHERS. Nagely, Donna L. In Journal of Vocational Behavior, Vol. 1, No. 4. October 1971. pp. 331-334.

This study attempted to discriminate between college educated working mothers who were employed in traditional female occupations (traditionals) and those who had careers in male dominated occupations (pioneers). Pioneers were found to be more career committed thanTraditionals and to have more successfully integrated the roles of homemaker and worker.

270 SURVEY OF MARRIED WOMEN TRAINING FOR TECHNICAL COLLEGE TEACHING. Hurman, Ann. In Vocational Aspect, Vol. 22, No. 51. 1970. pp. 13-18.

PROBLEM: To investigate the extent to which married women are less "dependable" than unmarried women, when taking full time courses.
METHOD: Census of every woman student in Technical Teacher Training Colleges, 1968-69. Response rate 50% on postal questionnaire.
RESULTS: (1) The majority were 36+ years old and had been married for 10+ years; (2) most husbands were in professional/managerial jobs; (3) most children were grown up, but 1/4 of the women were childless; (4) most women had little domestic help; (5) the majority spent less than 3 hours travelling daily, but a few spent 4-6 hours; (6) the majority had originally trained as secretaries and wanted to teach secretarial subjects. . . . work full time in teaching. The support from husbands had made course attendance easier.

271 FAMILY COMPOSITION AND THE LABOR FORCE ACTIVITY OF MARRIED WOMEN IN THE UNITED STATES. Sweet, James Arthur. Ph.D. Dissertation. Michigan University. 1968. 282 p. NTIS (PB 179 698).

This study of the employment patterns of married women in relation to family composition is based on a sample of 32,500 cases from the 1960 census. Comparisons of employment rates among subpopulations and dummy variable regression techniques were used to analyze the data. Employment status, including full or part-time, was compared with family characteristics, such as age of youngest child, number of children, and the presence of other relatives in the family (potential baby sitters). The study concludes that the determinants of employment of married women are numerous and complex. Much more research is needed, especially in dealing with questions requiring dynamic rather than static analysis.

272 EQUALITY OF ACCESS OW WOMEN TO LITERACY. COMPARATIVE STUDY. United National Educational, Scientific, and Cultural Organization, Paris, France. August 1970. 69 p. EDRS (ED 051 486), MF $.65, HC $3.29.

This study is based on the replies to a questionnaire sent in December 1968 to all Member States and Associate Members of UNESCO. It describes the extent and the consequences of illiteracy among women, and analyzes the factors impeding female literacy. The document shows the evolution of attitudes with respect to literacy programs for women; the current trends, including experiments in functional literacy; the efforts undertaken in different countries in order to eradicate illiteracy among women; and the experiments carried out in this field.

See also: Sections 6700 Agriculture, Home Economics; 7000 HOME MANAGEMENT, CONSUMER EDUCATION; and 7020 FAMILY, PARENT EDUCATION

4690 Veterans

273 SPECIAL REPORT ON THE EMPLOYMENT PROBLEMS OF THE VIETNAM VETERAN. National Advisory Council on Vocational Education, Washington, D.C. February 1972. 18 p. EDRS (ED 063 529), MF $.65, HC $3.29.

A report analyzing the special problems and needs of the Vietnam-era veterans and offering some recommendations in regard to training and employment is presented. This report is based on available statistical data along with results of small group interviews with returning veterans and meetings with officials responsible for programs affecting veterans. Problems include the reverse cultural shock confronting the veteran upon his return home. In addition, the veteran discovers that the unpopularity of the war is a social disadvantage for him and that his absence from civilian life is a handicap when applying for a job.

Inadequacies relating to employment programs include: (1) lack of program coordination, (2) information gap, undue emphasis on higher education, and (3) under-utilization of young veterans. The following profile characterizes the returning veteran: (1) He is between 20 and 24 years old and is from a lower middle class or disadvantaged background; (2) He holds a high school diploma or less and is unlikely to take advantage of his GI educational benefits; and (3) He saw military service in Vietnam and received little or no training in civilian-related skills while in the military. It is recommended that: (1) The Administration coordinate all public and private programs of assistance; (2) A national public information be launched and greater emphasis be placed on vocational education under the GI bill; and (3) Greater use be made of Vietnam veterans in implementing these programs.

274 POST-SERVICE UTILIZATION OF AIR FORCE-GAINED SKILLS. Winkler, Anthony J.; Thompson, Paul D. U.S. Air Force Human Resources Laboratory, Brooks AFB, Texas. September 1971. 35 p. NTIS (AD-736 453).

More complete information is needed to determine the extent of utilization in the civilian economy of skills developed during military service. Post-service occupation data have been obtained through a questionnaire mailed ten months after separation to each first-term Air Force enlisted man separated between 1 July 1968 and 31 March 1970. As of 31 December 1970, data were available on 85, 409, or 51.7 percent, of the men separated during this period. This study demonstrates that 72 percent of the first-term separatees who were in high-skill, blue-collar-like Air Force occupations were employed in similar civilian occupations. There were six Air Force career fields for which 51 through 80 percent of the separatees transitioned into occupations which directly utilized their Air Force skills. Of 34 Air Force Specialities with a variable reenlistment bonus multiple of four, 31 had a utilization rate greater than 25 percent.

4750 Disadvantaged Groups--Minority

275 THE LABOR FORCE PARTICIPATION OF THE URBAN POOR. Sawers, Larry Bruce. Ph.D. Dissertation. University of Michigan, Ann Arbor. 1969. 167 p. NTIS (PB-186-131).

Differences exist in patterns of labor force participation of urban poor whites, blacks, Puerto Ricans, and Mexican Americans. Young unmarried blacks of both sexes, older Puerto Rican women, and Mexican American women in all age categories are less likely to participate in the labor force than are whites in the corresponding groups. Some of the differences in participation may be explained by educational attainment, but this accounts for only a small amount of the variation, none can be explained by geographic factors. The subgroups respond to education and economic factors in different ways, which leads to the conclusion that labor force participation among the groups is heterogeneous. Additional research is needed to provide answers for the reasons for variation in labor force participation.

276 A STUDY OF SUCCESSFUL PERSONS FROM SERIOUSLY DISADVANTAGED BACKGROUNDS. FINAL REPORT. Ross, Harvey L. U.S. Department of Labor, Washington, D.C. Office of Special Manpower Programs. March 1970. 138 p. EDRS (ED 054 267), MF $.65, HC $6.58.

In this study, the attempt is made to isolate the factors that make individuals from disadvantaged backgrounds become successful. From data collected in interviews, the study concludes that "successful" and "unsuccessful" subjects differ in their memory of school life, self-esteem, loyalty to family, etc. The findings are summarized separately for each of four groups: Mexican-American A(successful), Mexican-American B(unsuccessful), Black A(successful), Black B(unsuccessful) - under the following headings: family background, peer associations, education, legal problems, work experiences, current family relationships, goald and values, aspirations, and self-image. Sharp attitudinal differences were found between the groups concerning street life, goals, and aspirations.

277 STRONG VOCATIONAL INTEREST BLANK AND CULTURALLY HANDICAPPED WOMEN. Anderson, Robert P.; Lawlis, G. Frank. In Journal of Counseling Psychology, Vol. 19, No. 1. January 1972. pp. 83-84.

The SVIB was administered to culturally handicapped women. The results indicated that major interest profiles were evident and predicted vocational placement significantly; however, the SVIB did not discriminate, which indicated that the instrument was not a motivation index.

278 AN EXAMINATION OF THE RECEPTIVITY OF MEXICAN-AMERICAN AND ANGLO RURAL DISADVANTAGED TO EDUCATIONAL PROGRAMS. Tindall, Lloyd W.; And Others. Michigan State University, East Lansing. Center for Rural Manpower and Public Affairs. March 1972. 34 p. EDRS (ED 060 974), MF $.65, HC $3.29.

In order to determine the willingness of rural disadvantaged to participate in education programs, 125 rural male Anglo and Mexican American household heads, both on and off welfare were interviewed. The stratified sample was drawn from 4 Michigan counties. Based on findings from the 81 questions, these conclusions were made: Mexican Americans were more willing to participate in educational classes than Anglos, and both groups desired to participate in such classes to get a job or a better job; there was no difference in willingness of these groups to participate in educational programs on the basis of welfare or nonwelfare status; decisions to participate would tend to be determined by the character of a prospective job; respondents were willing to participate in classes pertaining to their personal, educational, and social welfare (e.g., classes on buying food or obtaining credit); respondents tended to see themselves favorably in terms of ability to be hired for a job, run their own business, or be leaders; respondents indicated that classes should last no longer than 6 months; transportation to class was viewed as a problem; respondents would not spend their own money for tuition or supplies; age, residence, miles to high school, educational achievement, number of children, income, size of town shopped in, and time lived in Michigan did not affect willingness to participate in classes; and proximity to a community college or university did affect willingness to participate. Included in the document are the study description, study implications, the questionnaire, and a guide for identifying disadvantaged household heads.

279 DEVELOPMENT OF A TRAINING PROGRAM TO INCREASE THE USE OF REINFORCERS IN INFORMAL TEACHING BY MOTHERS OF EDUCATIONALLY DISADVANTAGED CHILDREN. Goldman, Richard Morris. University of Pittsburgh. 1970. 13 p. Ph.D. Dissertation. University Microfilms (No. 70-20,335).

The author conceptualized, designed, and tested a program to train mothers of educationally disadvantaged children to increase their use of positive verbal reinforcers as they interacted with their children. Previous research had shown that the quality of a mother's interaction with her children affects their cognitive development, and that interaction can be improved through training. Analysis of the styles of two middle-class mothers and two mothers of educationally disadvantaged children confirmed earlier findings. Accordingly, the author developed seven training strategies which were used with one mother in the second phase of the study. Audio tapes of mother-child interactions were made between training sessions and at intervals after training. These recordings were analyzed using a time-sampling category system. The mother was consistent in using reinforcers (about 20% of the time samples) and negative comments (about 5%). The author then used a slightly different training sequence in a developmental study involving six mothers, with the result that the trained mothers used reinforcers and negative comments at a rate similar to a group of untrained middle-class mothers. A preliminary design was also developed for training teachers and disadvantaged mothers as parent educators.

280 A STUDY OF ECONOMIC CONSEQUENCES OF RURAL TO URBAN MIGRATION. FINAL REPORT, VOLUME III. Price, Daniel O. Tracor, Inc., Austin, Texas. December 1969. 242 p. Available from NTIS.

This is the third and last volume of a study that analyzed rural migration patterns of Mexican Americans, Negroes, and Anglo-Americans who moved from the Southern States to urban areas. Six of the 14 chapters are included in this report. The study examines differences in family characteristics between migrants and nonmigrants, migrants' perceptions about anticipated conditions in the city and actual conditions, and adjustment of urban migrants to their new surroundings. The report also reviews the advice of urban migrants on steps to be taken before moving, the conditions necessary for migrants to return to their former residences, and the effect of out-migration on rural areas.

281 STUDENT TAUGHT ADULT BASIC LITERACY EFFORTS, FINAL REPORT. Council of the Southern Mountains, Inc., Berea, Kentucky. 1971. 94 p. EDRS (ED 061 494), MF $.65, HC $3.29.

The purpose of the Student Taught Adult Basic Literacy Efforts (STABLE) project was the involvement of adult illiterates, functional illiterates, and educational dropouts who do not take advantage of other educational and vocational training opportunites in basic education, using mature college students as teachers. Thirty students were trained to work in teams in 19 communities. The project successfully demonstrated that the rural people who need basic education can be involved through a person-to-person approach and by using imaginative methods of teaching. Of the 175 participants in the project, 49% made good or fair progress as compared with 11% who did not show significant progress. In addition, services were provided to meet basic needs in areas of practical education, such as community agency referrals, job information, and other educational opportunities. Additional training for STABLE teachers was indicated and has been incorporated into the current program.

282 PRE-APPRENTICESHIP TRAINING FOR DISADVANTAGED YOUTH: A COST-BENEFIT STUDY OF TRAINING BY PROJECT BUILD IN WASHINGTON, D.C. Robert, Markley. Ph.D. Dissertation. American University, Washington, D.C. May 1970. 475 p. NTIS (PB 191 864).

This study focuses on the benefits and costs of preapprenticeship institutional training aimed at reducing the employment problems of male inner city Negro youths. Using a sample of 195 youths in Project Build, including 110 graduates, 20 dropouts, and 65 applicants who were not accepted, interviews were conducted to gather data on individual characteristics and employment success. Comparison of the total benefits and costs to the individual and to society shows that the training program is a worth while investment which can help hard-core disadvantaged youth to enter apprenticeship programs, with benefits far greater than the cost of training.

283 RECRUITING, PLACING, AND RETAINING THE HARD-TO-EMPLOY. A STUDY OF FACTORS INFLUENCING THE RETENTION OF PARTICIPANTS IN A CONCENTRATED EMPLOYMENT PROGRAM AND IN THEIR SUBSEQUENT EMPLOYMENT. Lewis, Morgan V.; And Others. Pennsylvania State University, University Park, Pa. Institute for Research on Human Resources. October 1971. 369 p. EDRS (ED 060 219), MF $.65, HC $13,16. Also available from the Institute for Research on Human Resources, The Pennsylvania State University, 407 Kern Graduate Building, University Park, Pa. 16802 ($4.00).

Members of the target population that came in contact with the Concentrated Employment Program (CEP) in Columbus, Ohio were studied. Virtually all were black and most were young males. Their employment histories fit the "hard-core unemployed" label, but their attitudes did not match this discouraged and alienated stereotype. Many were unemployed prior to CEP because they were unwilling to accept the menial jobs available to them. While attitudes toward the Columbus CEP were generally favorable, the effectiveness of the program was dependent primarily on the quality of jobs it could make available. The quality of jobs was defined mainly by the wages they paid. Actual and potential participants lost interest when they felt that CEP could not provide jobs that were any better than those they could get on their own. Retaining jobs following CEP was associated with receiving wage increases, being female, and being referred directly to jobs, rather than attending the orientation-to-work program.

284 MANAGERIAL RELATIONS WITH DISADVANTAGED WORK GROUPS: SUPERVISORY EXPECTATIONS OF THE UNDERPRIVILEGED WORKER. King, Albert Sidney. Ph.D. Dissertation. Texas Technological College, Lubbock. May 1970. 324 p. NTIS (PB-190 986).

This study investigates the effects of management expectations on the occupational success of disadvantaged workers in five organizational experiments, supervisors were informed that certain workers out of groups of disadvantaged workers had superior abilities. However, these worker were chosen randomly, so that any differences in performance between these workers and the control group would be due only to supervisory expectations. The results which confirm the hypothesis regarding the significance of supervisor attitudes have implications for the supervisor's role in breaking the vicious circle of low performance by disadvantaged workers.

See also: Sections 5230 Adult Basic Education; 6550 Unskilled, Disadvantaged; and 6575 New Careers, Paraprofessionals.

4760 Poor

285 THE ECONOMIC NEEDS OF NEIGHBORHOOD YOUTH CORPS ENROLLEES. FINAL REPORT. Goodman, Leonard H.; Myint, Thelma D. Bureau of Social Science Research, Inc., Washington, D.C. August 1969. 273 p. NTIS (PB-186 526).

A multistage stratified sample survey of 2,019 Neighborhood Youth Corps (NYC) enrollees in urban and rural locations was conducted to study the economic needs of the enrollees and the extent to which NYC has satisfied these needs, and to assess the adequacy of current policies of the NYC in relationship to goals established. One out of every four households contained no wage earner other than the respondent, and in another 15%, there were only sporadic and part-time workers. For 88% of those surveyed, the NYC was the only source of income. The enrollees in the program spent their income wisely. The largest single expenditure was for household maintenance, which included payment for housing, utilities, and food. The next largest was clothing. Relatively small amounts were spent on luxuries or recreation. Generally, the enrollees were pleased with NYC opportunities, and their major complaint was that they were not permitted to work longer hours. A selected bibliography, interview schedule, and the sampling design are appended.

286 EDUCATIONAL PARTICIPATION OF LOW SES ADULTS. Lewis, Robert B. In Journal of Extension, Vol. 9, No. 3. Fall 1971. pp. 24-30.

This is a North Carolina study of participation patterns of low socioeconomic status (SES) adults in educational programs. The researcher found a high level of interest in education and job training among low SES adults. But there was far less actual participation than interest in participation.

287 OPERATION GAP-STOP. A STUDY OF THE APPLICATION OF COMMUNICATIONS TECHNIQUES IN REACHING THE UNREACHABLE POOR. FINAL REPORT. VOL. I. Mendelsohn, Harold; And Others. Denver University, Colorado. Feb. 1968. 249 p. EDRS (ED 024 788), MF $.65, HC $9.87.

This report presents a pioneering effort in the use of television in bringing to a particular sub-population, the disadvantaged, the particular kinds of information which could dispel ignorance in certain key informational areas. From information gathered by a 337-item questionnaire covering demographic characteristics, attitudes, communication, and media habits, etc., eight 30-minute television scripts, titled "Our Kind of World," were written and produced for airing to sample audiences in five housing units of the Henver Housing Authority. Thirty-nine percent of the viewers indicated dispositions to change certain behaviors as a result of the special programs. Typical responses included: (1) "It taught me more about my budget, also more about confronting people," (2) "I will be buying and cooking foods that I had not thought of," (3) "It told me where to go for help." As demonstrated by this project, television does have an alternative approach towards a solution to the crises in urban communication.

288 TRAINING AND EMPLOYABILITY: THE EFFECTS OF MDTA ON AFDC RECIPIENTS. Prescott, Edward; And Others. In Welfare in Review, Jan/Feb 1971. pp. 1-6.

In order to determine the effects of training in a skilled occupation on the employability of AFDC recipients, 4,024 persons who were AFDC recipients when entering a Manpower Training and Development Act program were studied. Training was provided in over a hundred categories, including X-ray technician, practical nurse, secretary, welder, mechanic, and draftsman. Most training was from 16 to 52 weeks, and only those who successfully completed programs were studied. Men in the prime work force age category with dependents made impressive employment gains: over 75% more Negro men and nearly 70% more white men with a high school education were employed 3 to 6 months after completing training than were employed when the training began. Increases in hourly earnings were also impressive. The graduates obtained jobs with good pay, considering the jobs were entry-level and the men had scant training and education. The proposed Family Assistance Plan envisions training many public assistance recipients, and current data suggest that many such recipients will be employable after training; yet some of the persons in the study were unable to get jobs in private industry when training was completed. Many employed trainees will continue to need some economic support to keep their families above minimum subsistence levels.

4800 Negro

289 EDUCATION, TRAINING, AND THE URBAN GHETTO. FINAL REPORT. Harrison, Bennett. Ph.D. Dissertation. Maryland University, College Park, Maryland. School of Social Welfare. 1970. 348 p. NTIS (PB-196 454).

The study investigated the 'payoff' to investments in the human capital of nonwhite urban workers, taking account of whether they live in a core city ghetto, in the non-ghetto central city, or in the suburban ring. Three measures of 'payoff' were specified: weekly earnings, average annual unemployment or the conditional probability of being unemployed, and occupational status. The policy variables of interest were years of school completed and participation in any of five formal training programs. Control variables included age, sex, race, and industry group in which the person works. The primary sample studies consisted of over 11,000 micro household interviews from the 12 largest SMSA's in the country, drawn from interviews conducted in March 1966 and March 1967 by the Bureau of the Census. Additional samples studies were drawn from nearly 40,000 household interviews from the eight cities in the 1966 Urban Employment Survey.

290 ENTRY INTO THE AMERICAN LABOR FORCE. Ornstein, Michael D. Johns Hopkins University, Baltimore, Maryland. Center for the Study of Social Organization of Schools. September 1971. 470 p. EDRS (ED 055 250), MF $.65, HC $16,45.

This analysis of entry into the labor force by American men between the age of 30 and 39 was based on a set of about 1,600 retrospective life history interviews, approximately half from whites and half from blacks. At the time of entry the mean level of whites' education was higher than that of blacks and this was translated into jobs with higher prestige for the whites. When education was held constant there was little difference between the first job wages of whites and blacks. The only race differences at this early point were among men with very high levels of education, where whites had significantly better jobs. The social class of a respondent's family strongly influenced his level of education but did not affect the jobs he obtained. In the 8 years after entry, the gap between whites and blacks spread to the lower levels of education. The tasks men performed were largely based on their levels of education, but their wages came increasingly to be dependent on experiential factors, so men with limited amounts of education could experience considerable wage mobility. The first jobs obtained after entry exerted a unique and continuing influence on later occupational mobility.

291 NEGROES IN THE WHITE-COLLAR LABOR MARKET: TRAINING, EMPLOYMENT AND ATTITUDES. Petshek, Kirk R. Wisconsin University, Madison. Industrial Relations Research Institute. 1971. 123 p. EDRS (ED 054 440), MF $.65, HC $6.58.

This study, designed to explore the differences in the experiences of white and Negro workers in obtaining and retaining employment in the white-collar labor market, utilized an extensive questionnaire and structured-interview techniques. A survey was made of a random sample of 250 respondents (164 whites, 83 Negroes, and 3 Others) from three sources. Findings of the study are: (1) Few of the activities normally assumed to lead to successful employment experience proved to have a significant correlation with success in the labor market; (2) Virtually the same percentage of white and Negro workers were either married or had never been married; (3) Negro expectations of discrimination seem to make them doubt their chances with the result that they tend to enter the labor market later and to establish themselves more slowly; (4) Negro workers relied more than whites on the Employment Service for job referrals, but differences in the use of alternative methods was not as great as expected; (5) The training activities in the vocational schools seemed to contribute to generally more favorable employment records of those who took these courses voluntarily; it appears that on-the-job training is more successful than other types; (6) There is a similarity between the races in relation to employment success and school activities; (7) Social intercourse between workers was the same for both Negro and white.

292 BLACK IS BEAUTIFUL -- IS IT BOUNTIFUL? Timmons, Jeffry A. In Harvard Business Review, Vol. 49, No. 6. Nov/Dec 1971. pp. 81-94.

Experiments showed that participants of achievement motivation courses have shown significant improvement in many aspects of entrepreneurial performance. Any meaningful approach to stimulating community economic development must integrate human, technical, and economic resources. In 1967, a group of nearly 200 black small businessmen and 200 whites from a rural community in Oklahoma were either randomly selected to attend a one-week in-residence seminar or be in the control group. A follow-up investigation approximately six months after the completion of nine such training courses disclosed that the training did have a measurable impact in creating and accelerating new business development and business expansion. In the more stable environment of rural Oklahoma trainees concentrated on improving their existing businesses, which resulted in significant increases in sales and profits rather than in greater capital investment. In urban Washington, trainees concentrated on capital investment while short-term sales and profits lagged. This contrasts with similar programs conducted in India, where participants were still in the planning stage six months later. This training seems to be most effective in creating and intensifying entrepreneurial behavior among present and prospective small businessmen. It seems most suitable for those who already possess a basic knowledge of the particular business and is not a substitute for skills training.

293 CAREER THRESHOLDS: A LONGITUDIANL STUDY OF THE EDUCATIONAL AND LABOR MARKET EXPERIENCE OF MALE YOUTH. Volume 3. U.S. Department of Labor, Washington, D.C. Manpower Administration. 1971. 165 p. Available from U.S. Government Printing Office, Washington, D.C. 20402.

In this third survey of a five-year longitudinal study of the cohort of young men 14 to 24 years of age at the time of the initial 1966 interviews, the patterns of aspirational change indicate that educational attainment, maturation, and exposure to the labor market contribute to reducing the dissonance which existed between occupational goals and the probability of those goals being realized. Of the 4.2 million students who aspired to professional-technical jobs in 1966, about 30% changed their goals during the ensuing two years. About two-fifths of the changes were toward other white-collar occupations, while one-fifth became undecided about the preferred occupation at age 30. Among young men who desired high-level blue-collar occupations in 1966, about one-fourth had revised their aspirations upward. Of the young men who were continuously out of school during the two years, one-fourth of the whites and two-fifths of the Negroes experienced at least one spell of unemployment. Based on job assignment, 59% of the white youth and 69% of the black youth made at least one significant change in occupation.

294 MANPOWER RESEARCH THROUGH THE USE OF RETROSPECTIVE OCCUPATIONAL HISTORIES. III. MIGRATION AND HOUSEHOLD COMPOSITION: A COMPARISON BETWEEN BLACKS AND NON-BLACKS. FINAL REPORT. Blum, Zahava D; And Others. Johns Hopkins University, Baltimore, Maryland. June 1970. 67 p. NTIS (PB-193 944).

Changes which individuals experience during their life cycles include changes in household composition and changes in place of residence. Household composition and geographical locations throughout the life cycle are of special interest in understanding other aspects of an individual's life. Occupational opportunities may be restricted or enhanced by an individual's location and household. The purpose of this paper is to examine changes in both the household composition and geographical locations over age for a cohort of black and a cohort of nonblack men. Some of these changes will be related to occupational achievement.

295 WHITE ADULT BEHAVIOR TOWARD BLACK AND WHITE CHILDREN. Coates, Brian. In Child Development, Vol. 43, No. 1. March 1972. pp. 143-154.

White male adults were more negative with black children than with white children whereas there was a nonsignificant difference between the two races for white female adults. On trait ratings of the children following the training session, both males and females rated black children more negatively than white children.

296 WORK ATTACHMENT AMONG BLACK MEN. Tausky, Curt; Wilson, William J. In Phylon, Vol. 32, No. 1. Spring 1971. pp. 23-30.

Findings: (1) black workers support the work norms of society; (2) jobs with occupational status are desired; and (3) poor work habits may be due to adjustment problems and fear of dead-end jobs rather than to alienation to work norms.

297 WHITE AND BLACK CAREERS DURING THE FIRST TEN YEARS OF WORK EXPERIENCE: A SIMULTANEOUS CONSIDERATION OF OCCUPATIONAL STATUS AND INCOME CHANGES. Coleman, James S.; And Others. Johns Hopkins University, Baltimore, Maryland. Center for the Study of Social Organization of Schools. December 1971. 48 p. EDRS (ED 061 455), MF $.65, HC $3.29.

This analysis examined the major differences in patterns of occupational achievement of blacks and white during the first decade of labor force experience after last leaving full-time schooling. In large part, the analysis was desinged to examine differences in the processes underlying the attainment of two dimensions of achievement, status, and income. The analysis showed directly what the earlier separate analyses of status and income had implied: for whites, status is the dimension of occupational achievement to which background resources are more fully directed, while for blacks, income is the dimension toward which these resources are utilized. The difference between blacks and whites holds both for the initial job and for the job held 10 years later. The strategy of whites--using background resources to obtain jobs in which status is high relative to income--has long-range implications not just for status but for income, to a much greater extent than is true for blacks. This difference between blacks and whites in the utility of background resources is especially evident in the case of educational attainment.

298 INCOME CHANGES DURING THE FIRST TEN YEARS OF OCCUPATIONAL EXPERIENCE:

A COMPARISON OF BLACKS AND WHITES. Blum, Zahava D. Johns Hopkins University, Baltimore, Maryland. Center for the Study of Social Organization of Schools. December 1971. 69 p. EDRS (ED 061 459), MF $.65, HC $3.29.

This analysis of income changes is based on retrospective life history data collected from white and black men, 30-39 years old in 1968. Educational level is shown to be the most important determinant of initial income for both blacks and whites, but the relationship is weaker for whites than for blacks. Ten years later, education shows a stronger relation to growth in income for whites than for blacks. The differential impact of levels of education and other background resources on initial income and income 10 years later is examined. For initial income, black resources are more efficacious than those of whites, but the greater average resource levels of whites creates an initial income difference in favor of whites. Ten years later, the efficacy of white background resources for income growth is greater than that for blacks. Intervening events and experiences, whose efficacy favors blacks, keep the income gap from becoming even wider. A comparison of this income analysis with a previous analysis of occupational status suggests that whites may be using their resources to obtain jobs with a high status, with the expectation that the job status will in the long run bring high income, while blacks are doing the opposite. Testing of the effectiveness of such a strategy (if it is a conscious strategy) indicates that it is effective for whites, while it would be much less so for blacks.

4825 Spanish Speaking

299 EDUCATIONAL AND CULTURAL VALUES OF MEXICAN-AMERICAN PARENTS: HOW THEY INFLUENCE THE SCHOOL ACHIEVEMENT OF THEIR CHILDREN. Taylor, Marie E. California State Dept. of Education, Sacramento, Calif. 1970. 42 p. EDRS (ED 050 842), Mf $.65, HC $3.29.

Purpose of the study was to determine whether rural Mexican American working-class parents differed significantly from rural Anglo Americans middle-class and/or working-class parents with respect to value orientations, attitudes held toward the value of education, and effects upon school achievement of the 3rd- and 4th-grade children of these parents. Sample groups in the rural agricultural population of the San Joaquin Valley, California, included 20 Mexican American families, 21 Anglo working-class families, and 24 Anglo middle-class families. According to results of the Value Orientation Schedule, all 3 parent groups were oriented to the present, were more "doing" and "being" types of people, and were in harmony with the nature of their life activities. Results of the Minnesota Survey of Opinions-Education Scale indicated that all 3 groups were on the positive side of the attitude scale, with the Anglo middle-class group being strongest. Pupil achievement scores coupled with information on parent's attitudes toward education revealed that parental attitudes did affect the child's school achievement, particularly in reading, except with the

Anglo working-class group. Due to small sample size, far-reaching recommendations are not valid. Implications call for the schools to realize that similarities and differences exist between Anglo and Mexican Americans. Five tables, 1 figure, and 60 references are included, as well as materials used in the study.

300 MIGRANT LABOR: TEACHING, RESEARCH AND POLICY; A FINAL REPORT TO THE FORD FOUNDATION ON A FOUR YEAR PROJECT. Friedland, William H. For Foundation, New York, Sponsor. February 1971. 22 p. EDRS (ED 064 618), MF $.65, HC $3.29.

This study involving migrant agricultural workers began in 1966 and continued for four summers. In its initial conception, the two projects that were carried on, the Cornell Migrant Labor Project and the California Agricultural Workers Study, were intended to accomplish three basic functions: (1) to influence the development of policy; (2) to integrate more effectively the functions of instruction and research by involving undergraduates in policy-oriented study and by utilizing their own work to provide the basis for sociological instruction; and (3) to make contributions to general sociology. Only the second of these was significantly accomplished. The integration of teaching and research in the program was carried out through four phases of activity: (1) careful selection of student participants; (2) a preparatory seminar held during the semester preceding the summer field work; (3) field research during an eight-week period in summer; and (4) an analysis seminar held during the semester following the summer field work. Results of a questionnaire evaluating the impact of the project on the students showed their approval of this method of sociological instruction.

301 VALUE ORIENTATIONS OF RETRAINED-RELOCATED WORKERS: A STUDY OF RURAL URBAN ADJUSTMENT. Kleibrink, Michael E.; And Others. Texas Agricultural Experiment Station, College Station. Paper presented at the Rural Sociological Society Meeting (Washington, D.C., August 1970). August 1970. 17 p. 17. EDRS (ED 042 556), MF $.65, HC $3.29.

In the attempt to develop means for underemployed workers to increase their level of economic success, 684 South Texans (mostly Mexican-Americans) were retrained for aircraft assembly, then relocated about 500 miles north to the Dallas vicinity. A sample of 46 relocated workers were interviewed at one month after their relocation in order to understand adjustment patterns resulting from moving to the more dominant American cultural system. Those who remained in the program were interveiwed again at six, 12, and 18 months after relocation. In addition, six returnees were interviewed in south Texas. The analysis attempts to show the relation of successful rural-urban migration to achievement as a primary value orientation. The findings: suggest that importance of family is significantly related to failure in a relocation program. On the other hand, achievement orientations are slightly more important to stayers than returnees. The measures of delay of gratification used give only slight support to the achievement model. The authors conclude that the theoretical framework used is valid, but better measures of values are needed for a predictive model. The analysis points to an important use of the value framework in the study of migration.

5000 Mentally Disabled

302 PARENT TRAINING IN PRECISE BEHAVIOR MANAGEMENT WITH MENTALLY RETARDED CHILDREN. FINAL REPORT. Rickert, Devoe C.; Morrey, James G. Utah State University, Logan. January 1970. 80 p. EDRS (ED 053 524), MF $.65, HC $3.29.

The purpose of the study was to explore the effect on parents and children of training parents in the use of the precision teaching approach to behavior modification in an effort to increase their ability to manage retarded children at home. During a 10-week training period, parents learned the modification procedure evolved by Ogden Lindsley and were successful in managing behavior. Of the 20 families who attended the first group meeting, only six attended more than two sessions although 10 others offered what were considered to be good reasons for discontinuance. Individual case studies are cited which reveal the immediacy of the changes in most instances, and tables and graphs report this information. Projects that were only marginally significant or not amenable to statistical evaluation are also included. Conclusions were that parents can be trained in precise behavioral management and can become independent and creative in its use. Recommendations concern reduction of attrition rate, simplified rate data forms, and use of a specific text.

303 A SURVEY OF THE EMPLOYMENT STATUS OF MENTALLY RETARDED ADULTS IN NEW YOURK CITY. Tobias, Jack; And Others. Association for the Help of Retarded Children, New York. April 1969. 138 p. NTIS (PB-185 574).

The records of 1800 educable mentally retarded students who terminated schooling in the New York City public schools from 1960-1963 were examined to study their employment history and present job status. From the total population a representative sample of 383 was selected for such variables as sex, ethnic group membership, IQ level, and socioeconomic status; these subjects were interviewed at home by trained social service workers. More than half of the subjects were employed by 62 percent of the men held a job compared to 31 percent of the women. Most of the employed had full-time jobs, and their pay was generally equal to the minimum wage. One hundred and fifty-one were given individual psychological evaluation, and the results indicated that 40 percent of the subjects no longer fell below the cut-off point of an IQ of 75. Despite the fact that free resources for training, counseling and placement through the Division of Vocational Rehabilitation (DVR) were available, less than 40 percent of the interviewed sample and less than 20 percent of the total population were known to the DVR. Caucasians applied to the DVR with twice the frequency of Negroes and three times the frequency of Puerto Ricans.

See also: Section 1120 Mental Perceptual Abilities

5060 Correctional Ed. - Inmate

304 PROJECT CROSSROADS. FINAL REPORT. Trotter, Joseph A., Jr., Ed.D. National Committee for Children and Youth, Washington, D.C. 1971. 91 p. EDRS (ED 055 155), MF $.65, HC $3.29.

In the pilot program, pretrial manpower services were provided for first offenders in juvenile and adult courts in the District of Columbia. The project offered intensive services to selected youthful arrestees during a 90-day continuance of their trials. At the end of the period charges could be dropped on the recommendation of the project staff. The demonstration phase began in 1968 and ended in February 1971, at which time the project became an independent component of the Superior Court of the District of Columbia.

305 TAMPA FEDERAL OFFENDER REHABILITATION, FINAL REPORT. Tallant, Kyle M.; And Others. Florida State Dept. of Education, Tallahassee. Division of Vocational Rehabilitation. March 1969. 54 p. EDRS (ED 053 278), MF $.65, HC $3.29.

Vocational rehabilitation counselors were assigned on a full-time basis to the Federal Probation Office in Tampa, Florida, to work with probationers and releasees as soon as the case files were received in the probation office. This 3-year project was part of a cooperative research program conducted in seven states. A total of 247 offenders ranging in age from 17 to 53 were selected for the Tampa program and randomly placed in one of three groups. Experience with the project showed that as work continued with the client, he lost his antagonistic and mythical hardness and emerged as an individual in need of help. It was found that the counselor had to have considerable time flexibility and be able to intervene with the offender during crisis periods. Recommendations for application of the findings and for further research are listed. Various tables and guidelines for a final report are appended.

306 EMPLOYMENT AND OTHER OUTCOMES AFTER A VOCATIONAL PROGRAM IN A REHABILITATION CENTER. MILWAUKEE MEDIA FOR REHABILITATION RESEARCH REPORTS, NO. 11. Overs, Robert P. Curative Workshop of Milwaukee, Wisconsin, Research Dept.; Wisconsin University, Milwaukee. 1971. 158 p. EDRS

(ED 051 517), MF $.65, HC $6.58.

This is a structured interview study of a 20% random sample consisting of 148 clients interviewed a year after leaving a rehabilitation center vocational program. Employment outcome is related to age, marital status, impairments, education, race, social class, program completion, attendance and punctuality. Clients' occupational distribution in the work force and a data-people-things analysis of positions held are presented. Numerous other data are described (1) client job hunting methods; (2) job satisfaction; (3) reasons for leaving employment; (4) living arrangements; (5) sources of income; (6) support and dependency patterns; and (7) avocational participation and evaluations of rehabilitation services. A quantitative summary of 76 followup studies is included, as are tables and an extensive bibliography.

307 THE ACQUISITION OF STANDARD ENGLISH SPEECH HABITS USING SECOND-LANGUAGE TECHNIQUES: AN EXPERIMENT IN SPEECH MODIFICATION AND GENERALIZATION IN THE VERBAL BEHAVIOR OF PRISON INMATES. McKee, John M.; And Others. Rehabilitation Research Foundation, Elmore, Ala. Draper Correction Center. February 1970. 96 p. EDRS (ED 042 006), MF $.65, HC $3.29.

Many people take for granted the use of language as a tool for coping with everyday occupational and social problems. However, there are those, such as prison inmates, who have difficulty using language in this manner. Realizing that prison inmates are not always able to communicate effectively through standard patterns of speech and thus are hampered in their rehabilitation efforts, this project focused on the modification of their substandard speech habits. Subjects were 21 Draper inmates matched on the basis of pre-oral usage test and divided into two control groups and one experimental group. Measures were taken and percentage change scores from pre- to post-treatment were employed as the units for analytical processing. A major finding was that all experimental inmates showed increments that averaged 36 percent while a majority of the control inmates showed slight to moderate decrements averaging 6 percent. In concluding it was noted that the speech intervention drills and discussions were directly effective in modifying oral usage and indirectly effective by way of generalization of training in similar and dissimilar behavioral areas.

308 THE REENTRY OF THE OFFENDER INTO THE COMMUNITY. Studt, Elliot. U.S. Department of Health, Education, and Welfare, Washington, D.C. Welfare Administration. 1967. 23 p. Available from U.S. Government Printing Office (1966 OF-240-035).

This study examines the difficulties encountered by those who return to society following imprisonment and the role of the community and parole officers in reducing institution-to-community disorientation. Among those topics discussed are special characteristics of the parole status-passage, the task of the parole agency, administration of the parolee status-passage, sources of strain, including the law of paroles, decision-making patterns in the parole organization, unilateral decision makers in the local community, the polarized ideologies of surveillance and treatment, and finally, proposals to improve parole work.

309 REHABILITATION OF THE PUBLIC OFFENDER. A REPORT FROM THE STUDY GROUP ON REHABILITATION OF THE ALCOHOLIC AND PUBLIC OFFENDER. Crumpt, William A. Georgia State Office of Vocational Rehabilitation, Atlanta. 1968. 157 p. EDRS (ED 052 379), MF $.65, HC $6.58.

This study was made of the practices and problems in rehabilitating public offenders so that meaningful and usable materials would be available for the use of state agencies. The study consisted of a review of the experience of the study group members, a survey of state rehabilitation agencies, a field trip to a cooperative correctional rehabilitation center, and the utilization of resource people in 10 different disciplines. Some major parts of this study include: (1) eligibility, case finding and development of referral sources, (2) evaluation and counseling of the public offender, (3) restoration services, (4) training, (5) job placement and followup and (6) development and utilization of inter-agency relationships and community services. Information is also included regarding the vocational rehabilitation programs in Georgia and Maryland, cooperation between the Maryland Department of Corrections and the State Board of Education, Federal agency programs, expansion projects, innovation projects, establishment projects, innovation projects, establishment projects, and research and development projects.

310 AN EXPLORATORY STUDY OF SPECIFIC FACTORS IN A PRISON ENVIRONMENT THAT AFFECT A MANPOWER TRAINING PROJECT. Barton, Marlin C.; And Others. Rehabilitation Research Foundation, Elmore, Ala. Draper Correctional Center. April 1970. 105 p. EDRS (ED 059 443), MF $.65, HC $6.58.

An exploratory study of a prison community is presented. The study employed a three-phase design: (1) a pre-survey of the prison community, (2) limited intervention, based on findings of the pre-survey, and (3) a post-survey to determine the effects of intervention and to validate findings of the pre-survey for which no intervention had been designed. Samples were drawn from trainees in 1968-69 Manpower Development and Training (MDT) project at Draper Correctional Center, Elmore, Alabama, from nontrainee inmates at the same institution staff. Positive correlations were obtained in each of the staff samples between scores on an accuracy of information scale and those on a positivity of attitude scale on both the pre- and post-intervention surveys. Pre-to-post gains in both attitude and information scores were also registered by most subjects. The data gathered in this exploratory study and the experience gained can be of considerable value in planning more rigorous design in efforts to explore environmental factors that affect a manpower training program for prisoners. Also, persons or agencies setting up a manpower training program or any other similar effort in an institutional setting may find in this report patterns for planning which can help them maximize efforts to generate positive attitudes on the part of those in the prison environment whose behavior toward the program affects the degree of success it may achieve.

311 A SURVEY OF THE HOME FURLOUGH POLICIES OF AMERICAN CORRECTIONAL AGENCIES. Smith, Robert R.; Milan, Michael A. Rehabilitation Research Foundation, Elmore, Alabama. 13 p. EDRS (ED 059 448), MF $.65, HC $3.29.

A survey determining how widespread the policy of prisoner furloughs has become and how well the programs which have been implemented are operated was conducted. A questionnaire regarding home furlough policies was distributed to the directors of the departments of corrections of all 50 states, the District of Columbia, and the Federal Bureau of Prisons. The questionnaire requested a copy of the law and/or regulations under which home furlough programs were authorized (if applicable) and posed nine questions. These questions include: (1) Do you have a policy of sending male inmates home for emergencies? (2) Do you have adult male inmate home furloughs for other than emergency purposes? (3) Do you have a law for adult male inmate home furloughs? and (4) What are the criteria under which adult male inmates are selected for home furlough? Findings include: (1) The granting of emergency leave is a widespread practice in American corrections; (2) The home furlough program is a relatively new addition to American correctional practices; and (3) The criteria under which the various agencies grant furloughs typically stipulate that persons considered for the program be of minimum custody status, have either served a fixed amount of their sentence or be within some fixed time of release and be approved by a review committee which considers the applicant's institutional record, home situation, and past history. Further research on home furlough programs is suggested.

312 THE INCIDENCE OF TRAINING-RELATED JOB PLACEMENT OF DRAPER VOCATIONAL TRAINEES: A PRELIMINARY REPORT. Gwozdecki, Joseph; And Others. Rehabilitation Research Foundation, Elmore, Ala. Draper Correctional Center. Manpower Administration (DOL), Washington D.C. June 1970. 37 p. EDRS (ED 059 441), MF $.65, HC $3.29.

A preliminary survey of trainees' pre- and postrelease interactions with the state Employment Service (ES) was conducted by the Experimental Manpower Laboratory for Corrections as part of an overall evaluation of Manpower Development and Training (MDT) program effectiveness at Draper Correctional Center, Elmore, Alabama. Measures of the number and results of MDT trainees' interactions with ES offices before and after release from prison were made to determine the degree of effectiveness being achieved by ES personnel in securing training-related jobs for MDT trainees. Data were gathered from four sources: (1) the ES extension office records (at Draper) of 56 MDT trainees and an interview with the ES counselor stationed at Draper, (2) records of 41 MDT trainees (73% of the study group) released to the service areas of 13 ES field offices located throughout Alabama and interviews with office managers of responsible personnel in these offices, (3) post-release interviews of 16 MDT trainees which had already been accomplished in connection with EMLC Objective 3, and (4) additional telephone interviews with 10 of those 16 MDT trainees. Results showed that the ES Draper Extension office had placed 18 (32%) of the 56 MDT trainees in training-related jobs; 14 (25%) of them reported to work and 7 (13%) were still employed on those initial jobs at the time of the study. The 13 ES field offices placed 5 (12%) of the 41 MDT trainees released to their areas in training related jobs.

313 CONTINGENCY MANAGEMENT IN A CORRECTIONAL INSTITUTION. McKee, John M. Rehabilitation Research Foundation, Elmore, Alabama. Draper Correctional Center. Educational Technology, Vol. 11, No. 4. 1-4 1971. 5 p. 1971. 8p. EDRS (ED 059 464), MF $.65, HC $3.29.

The individually prescribed instruction (IPI) system in use at Draper Correctional Center was studied. The IPI system for basic education involves five operations: (1) establishing learning objectives--basic literacy, educational skills prerequisite for occupational training, preparation for the GED high school equivalency examination, etc., (2) Diagnosing the learner's relevant entry skills, (3) Prescribing the modules of material in the sequence necessary to attain the objective or to remedy the learning deficiency, (4) Managing the contingencies of reinforcement, and (5) Evaluating learner's progress. To complement the IPI system, a system of managing the contingencies of reinforcement was necessary in order to maintain consistent learning performance. The study was designed in three phases. Phase I was a three-week baseline period during which quantity and quality baseline measures of academic "productivity" were established . During Phase II, the contingencies of reinforcement were managed by the experimenter. The third phase was a two-week self-management phase during which each subject was allowed to specify the amount of work he would do each day. Evaluation of the effectiveness of contingency management techniques in the Manpower Development and Training Program will be part of an intensive, long-term follow-up study.

314 IMPRISONED RESOURCES -- INNOVATIVE TECHNIQUES IN EDUCATING PRISON INMATES. Presented at the 17th Annual Convention of the Southeastern Psychological Association, Miami, Florida, April 28, 1971. Wood, Larry F.; Jenkins, William O. Rehabilitation Research Foundation, Elmore, Alabama. April 1971. 24 p. EDRS (ED 059 450), MF $.65, HC $3.29.

The effectiveness of employing educationally advanced inmates as one-to-[illegible] basic education tutors for inmate students was evaluated. Also, an experimental study of the most efficient material presentation and testing techniques using this manpower resource was conducted. Three different modes of presenting programmed material and two modes of testing both immediate and long-term retention were used, and the effectiveness of these modes was assessed in terms of accuracy and response rate. One mode involved the use of the programmed text in the usual manner, with no specification of response topography. For the second mode the course was cut into frames for use with a specially developed "teaching machine" requiring a written response. In the third mode, frames were pasted to index cards with the answers on the reverse side. Tutors presented questions, acknowledged responses, indicated correct and incorrect answers, and discussed errors following each learning session. In this mode, "Precision Teaching," a verbal response and interpersonal contact were required. Testing consisted of either the traditional dill-in-the-blank procedure or a personalized technique in which the tutors presented the test items directly to the students. Precision teaching was shown to generate higher rates of correct responses on criterion tests than the teaching machine, which in turn exceeded the rate generated by the book alone.

315 AN EVALUATION OF THE TRAINING PROVIDED IN CORRECTIONAL INSTITUTIONS UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT, SECTION 251. VOLUME I: PERSPECTIVES ON OFFENDER REHABILITATION. FINAL REPORT. Hudson, John B. Abt Associates, Inc., Cambridge, Mass. March 1971. 72 p. NTIS (PB-200-625).

This first volume of a three part study evaluating vocational training provided in correctional institutions, focuses on theoretical foundations and historical developments of offender vocational rehabilitation. The effect of factors such as the family, community environment and employment status on criminal behavior and rehabilitation are considered. The emphasis for successful rehabilitation through job training is on steadiness and regularity of post release opportunities, since previous research supports the hypothesis that job training and subsequent employment on a regular basis is related to parole success. Since the accepted adult male role in our society is based on employment efforts to reintegrate the offender into normal pursuits are correctly based upon training for gainful employment.

316 AN EVALUATION OF THE TRAINING PROVIDED IN CORRECTIONAL INSTITUTIONS UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT, SECTION 251. VOLUME II: PROFILES OF INMATE TRAINING PROJECTS. FINAL REPORT. McDonnell, John C. Abt Associates, Inc., Cambridge, Mass. April 1971. 192 p. NTIS (PB-200-626).

As the second volume in a three part study evaluating vocational training provided in occupational institutions, this documents is concerned with the administrative and legislative development of vocational training in correctional institutions, and with the characteristics of the 25 projects covered by this study. The basic aspects considered for each project include: (1) the characteristics of its overall training program, (2) the characteristics of the vocational training courses it provided, and (3) the characteristics of the institutional environment in which these projects operated. The data collected for this report were obtained through interviews and record reviews at the national, regional, state, and local levels.

317 AN EVALUATION OF THE TRAINING PROVIDED IN CORRECTIONAL INSTITUTIONS UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT, SECTION 251. VOLUME III: IMPACT OF THE TRAINING PROGRAM ON TRAINEES. FINAL REPORT. McDonnell, John C. Abt Associates, Inc., Cambridge, Mass. May 1971. 218 p. NTIS (PB-200 627).

This third volume of a three part study evaluating vocational training provided in correctional institutions, focuses on the rehabilitation program's impact on offender post-release performance, evaluated in terms of recidivism and employment status. Data were obtained through post-release questionnaires distributed at selected intervals to trainees and control group members. Results indicated that the training programs had a positive effect on the trainees. In addition to program results, recommendations are given for program improvement on the national, state, and local levels.

318 TEXAS JAILS--PROBLEMS AND REFORMATION. CRIMINAL JUSTICE MONOGRAPH VOL. III, NO. 4. Stracensky, Gary C.; And Others. Sam Houston State University, Huntsville, Texas. Institute of Contemporary Corrections and the Behavioral Sciences. 1970. 182 p. EDRS (ED 061 450), MF $.65, HC $6.58. Also available from Institute of Contemporary Corrections, Sam Houston State University, Huntsville, Texas 77340.

This study provides an overview of the status of jails and inmate populations in Texas in order to identify and solve existing problems. Analysis of the distribution of inmates among the 325 jails indicates that Texas has too many local jails for its total inmate population. Most of the jails lack adequate medical, recreational, or educational facilities. Recommendations are included to regionalize misdemeanant corrections, with emphasis on inspection standards and legal considerations. A proposed plan for a "modular" regional detention facility includes provision for work release units, and education and technical/vocational modules.

319 CLASSIFICATION OF JAIL PRISONERS. Richmond, Mark S. U. S. Dept. of Justice, Washington, D. C. Bureau of Prisons. 1971. 32 p. EDRS (ED 061 456), MF $.65, HC $3.29.

This report describes the design and experimental use of a system for classifying jail prisoners. The report identifies the information which the jailer needs to know about his prisoners and his use of that information in decision-making. Although the system was tested for only 60 days in six jails, the preliminary findings indicate that a classification system is feasible.

320 THE STATUS OF CURRENT RESEARCH IN THE CALIFORNIA YOUTH AUTHORITY; GRANT SUPPORTED PROJECTS; STATE SUPPORTED PROJECTS. ANNUAL REPORT. Department of Youth Authority, California. Division of Research. July 1970. 72 p.

This report from the California Youth Authority summarizes the research projects currently underway or completed since last year's report. The projects cover a wide range of program activities. Two projects of particular interest study pre-Youth Authority delinquency prevention and control activities, describing (1) research on the Youth Service Bureaus which aim to divert delinquent youth from the juvenile justice system and (2) a beginning effort at evaluating the Probation Subsidy Program which has demonstrated great effectiveness in diverting offenders from state institutions and subsidizing their treatment in the local community.

321 VOCATIONAL REHABILITATION SERVICES IN A STATE PENITENTIARY SYSTEM. FINAL REPORT. Oklahoma State Penitentiary, Oklahoma City; Oklahoma Vocational Rehabilitation Service, Oklahoma City. 1967. 78 p. EDRS (ED 051 384), MF $.65, HC $3.29.

The purpose of this project was to provide total rehabilitation services to a group of handicapped inmates of the State Penitentiary System in order to demonstrate the effectiveness of returning them to society as productive citizens. This was to be accomplished by evaluating the rehabilitation potential of inmates, providing psychological and psychiatric treatment, providing a total vocational rehabilitation program, and providing job placement and followup services. Specific conclusions from the project were that: (1) Many public offenders can be rehabilitated, (2) No hard and fast criteria or cut off points can be specified, (3) Selection procedures for clients from correctional institutions need to be carefully evaluated on a periodic basis, and (4) Long programs of vocational training after the inmate has left the institution are not desirable. After the project, a decision was made to initiate a permanent program of rehabilitation services in the penitentiary.

322 ATLANTA FEDERAL OFFENDERS REHABILITATION PROJECT. FINAL REPORT. Fulton, W. Scott. Georgia State Department of Education, Atlanta. May 1969. 50 p. EDRS (ED 052 416), MF $.65, HC $3.29.

Subjective findings of the Atlanta Project are presented. This project's primary purpose was to test and demonstrate the effectiveness of providing intensive vocational rehabilitation services to federal offenders at two specified states in the correctional process. A total of 484 cases were monitored, 107 of which were assigned to the experimental group. The subjects were drawn from releasees and probationers under supervision of the U.S. Probation Office for the Northern District of Georgia and from the inmate population of the U.S. Penitentiary, Atlanta. The project was based on two basic hypotheses: that traditional VR services are ancillary to effecting attitudinal change in the offender client, and that areas essentially innovative to VR concern need to be explored if patterns of criminality are to be interrupted. In brief, the findings are: supportive counseling and psychotherapy proved to be the two most significant services provided; emergency services should be flexible and provided at the point of need; and the client and his family should be treated as a unit rather than simply providing services to the client alone.

323 TRAINING AND PLACEMENT OF THE YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER. MDTA EXPERIMENTAL AND DEMONSTRATION FINDINGS NO. 6. FINAL REPORT. Rehabilitation Research Foundation, Elmore, Alabama. Draper Correctional Center. 1971. 93 p. NTIS (PB-199 763).

The primary goal of the Draper Project, begun in 1964, was to demonstrate the feasibility of operating a manpower training program in a correctional setting. As secondary goals, the project sought to individualize instruction, involve communities in the rehabilitation of the offender and disseminate the findings to correctional and educational personnel throughout the country. Through this program, the project administration hoped to ultimately reduce the high recidivism in Alabama. This study, one of three such national projects dealt with problems peculiar to a state which is making the transition from a rural to an industrial economy. It was found that education and training per se are not enough to effect the broad changes in inmates required for successful social adjustment. They can be rehabilitated when they are part of a systematic approach to human development which includes systematic preparation for the world of work tailored job development of community support.

See also: Section 6130 Correctional Personnel

5200 PROGRAM AREAS

5230 Adult Basic Education

324 DEMONSTRATION, DEVELOPMENTAL AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS: NEW YORK STATE MODULE. PROJECT LEARN. FINAL REPORT. Morehead State University, Kentucky. September 1970. 16 p. EDRS (ED 054 423), MF $.65, HC $3.29.

The purpose of this project was to establish a rural adult basic education program through an existing community school program to demonstrate the need for adult basic education (ABE) in rural, disadvantaged section in the state of New York. Specific objectives were to increase the basic education level and employability of this undereducated adult rural population, to increase the educational support of parents for their children, to demonstrate how the community school concept can get undereducated adults involved and informed through adult education, and to demonstrate to the New York State Education Department the necessity for, and the feasibility of, budgeting funds to support ABE in a rural, isolated Appalachia area. Thirty students were involved in the program, which lasted 15 weeks; four withdrew. Three persons took and passed the High School Equivalency exam, and the post-test indicated all 23 of the remaining students progressed. All of the students still enrolled at the completion of the classes indicated a desire to re-enroll when classes resume. The New York State Education Department has made its first allocation to a non-urban school district in the state.

325 READING ACHIEVEMENT GAINS OF ADULTS IN AIR FORCE PROGRAM. Bain, June W. In Journal of Reading, Vol. 14, No. 7. April 1971. pp. 467-472; 500.

326 THE 1971 NATIONAL READING DIFFICULTY INDEX: A STUDY OF FUNCTIONAL READING ABILITY IN THE U.S. FOR THE NATIONAL READING CENTER. Harris (Louis) and Associates, Inc., New York, N. Y. August 1971. 80 p. EDRS (ED 057 312), MF $.65, HC $3.29.

This study measured the extent of reading deficiencies in the United States. The research focused on reading skills that are required to cope with everyday experiences common to the lives of most Americans. Interviews were conducted with randomly designated respondents in 100 different locations throughout the country. The national sample used is based on the 1970 census. For scoring purposes, the material in the questionnaire was divided into 10 separate sections or series: (1) telephone dialing series, (2) classified housing ads, (3) classified employment ads, (4-10) the application form: (a) personal identification series, (b) employment series, (c) income series, (d) housing series, (e) automobile series, (f) medical series, and (g) citizenship series. It is concluded that 4% of the U.S. population 16 years of age and older (approximately 5,649 adults) suffers from serious deficiencies in functional reading abilities. The reading difficulty index for blacks (64) is nearly three times as high as that for whites (22). Income level and age are two other indicators of reading ability. Easterners and Southerners scored lower than those in the Midwest and West. An appendix presents the statistical treatment of the questionnaire data, as well as a copy of the eight-page questionnaire.

327 AN EVALUATION OF ADULT BASIC EDUCATION UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT IN MILWAUKEE, WISCONSIN. FINAL REPORT. Roomkin, Myron. Wisconsin University, Madison. Industrial Relations Research Institute. Doctoral Dissertation. December 1970. 218 p. NTIS (PB-196-743).

The study focuses on the effectiveness of adult basic education under the Manpower Development and Training Act (MDTA). The investigation is a case study of the MDTA adult basic education program in Milwaukee, Wisconsin. Background material on basic education for adults is provided as well as a short history of the federal government's involvement in basic education. Two alternative research approaches are used in the study. The first entails construction of an econometric model that predicts earnings improvement from a set of independent variables. From the model, the amount of earnings gain associated with adult basic education can be estimated. Second, the performance of basic education trainees in terms of accomplishing specific program objectives is compared with the performance of similar individuals who did not participate in the program.

328 ANALYSIS AND INTERPRETATION OF ABE EXPERIENCE IN THE INNER CITY: TOWARD A THEORY OF PRACTICE IN THE PUBLIC SCHOOLS. ANNUAL REPORT, MAY 1969-JUNE 1970. Columbia University, New York. Center for Adult Education. 1971. 207 p. EDRS (ED 052 272), MF $.65, HC $9.87.

The project here reported was conceived as a two-year effort involving analysis, interpretation, and dissemination. Its first year was funded to permit comprehensive, in-depth, comparative study of selected public school Adult Basic Education (ABE) programs in six metropolitan areas. The purpose was to utilize field research methods to construct a dependable normative description of the multifaceted reality of urban ABE. From the study of commonalities, it was proposed to construct an analytical framework of operationally relevant generalizations so that these programs may be better understood and predictions more reliably made about their development. The study was designed to go beyond a pro forms catalog of data about such city's program to analyse qualitative processes over time, particularly classroom interaction and the perspectives of students and teachers relevant to motivations, and perceptions of students and teachers of the program, each other and their involvement in ABE. To do this, it was proposed to use interview and participant observation methods in a comparative analytical study designed to produce the beginnings of an inductive theory of practice of urban ABE in the public schools. Beyond description, the study was to be a practical analysis of existing practice

329 ADULT BASIC EDUCATION AS A PROGRAM FOR SOCIAL CHANGE. Interim Report. McGonnell, Peter C. Prince Edward Island New Start, Inc., Montague. February 1971. 29 p. EDRS (ED 052 430), MF $.65, HC $3.29.

Adults from Kings County, Prince Edward Island, participated in a Basic Training for Skill Development Program, designed to improve their reading and computational skills. Test scores, obtained before and after instruction, were analyzed to evaluate the effect of the program on skill levels. Results showed that group gains in terms of grade level were relatively small, considering the duration of the program. Suggestions are made on the direction planning should take if the program is to be effective.

330 ADULT BASIC EDUCATION, EVALUATION REPORT, 1971. Nebraska University, Lincoln. Dept. of Adult and Continuing Education. 1971. 167 p. EDRS (ED 061 496), MF $.65, HC $6.58.

A survey of the Adult Basic Education program in the State of Nebraska, as at the end of the calendar year 1970 is presented. The major data sources included six questionnaires--State director, local administrator, counselor, teacher and teacher aide, student, and citizen of ABE communities. The report presents, in tabulations and figures as well as in text, results of the questionnaires in the following sections: Adult Basic Education at State Level; Local Programs; and Community Awareness. As seen by the State Director, the strongest aspect of the Adult Basic Education program are the teachers in the local programs, and the weakest part is the lack of personnel in the State office. Nine appendixes present the following: Copy of Questionnaire to State Director; Copy of Questionnaire to Local Directors, with Cover Letter; Copy of Questionnaire to Counselors; Copy of Questionnaire to Teachers and Teacher-Aides; Copy of Questionnaire to Students; Copy of Questionnaire to Citizens, with Cover Letter; Explanation of "Rank-Order, Weighted and Normalized"; Supplemental Graphics; and Systems Approach.

331 DEMONSTRATION, DEVELOPMENTAL AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS: KENTUCKY STATE MODULE. FINAL REPORT. Morehead State University, Kentucky. August 1970. 25 p. EDRS (ED 054 421), MF $.65, HC $3.29.

The objectives of this project were to: (1) demonstrate that when a public school-supported Adult Basic Education (ABE) program receives support from other agencies, the quantity of students and the quality and diversity of instruction are increased, (2) demonstrate to the Kentucky State Department of Adult Education the value of individual ized instruction in an ABE learning center, and (3) demonstrate how an adivsory committee can help an ABE program. Community leaders, students, consultants, and staff met four times. Problems of curriculum, recruiting, follow-up, further training and public relations were considered and acted upon. The demonstration center was so successful with demonstrating learning labs together with traditional classroom instruction that it was granted an addendum to its original budget by the Kentucky State Department of Education.

332 PROJECT REALISTIC: EVALUATION AND MODIFICATION OF READING LISTENING, AND ARITHMETIC NEEDS IN MILITARY JOBS HAVING CIVILIAN CONTERPARTS. Sticht, Thomas G.; And Others. Human Resources Research Organization, Alexandria, Va. Papers presented at annual meeting of Western Psychological Association (Los Angeles, April 1970). April 1971. 45 p.

EDRS (ED 057 334), MF $.65, HC $3.29.

The papers in this collection present a description of, and the results of, research in Work Unit REALISTIC. In addition to the first paper which is an overview, the three papers are: "Psychometric Determination of Relationships Among Literacy Skills and Job Proficiency," "Reading Ability, Readability, and Readership: Identifying Job-Related Reading Tasks Performed by Cooks, Clerks, and Mechanics," and "Reducing Discrepancies Between Literacy Skill Levels of Personnel and Literacy Demands of Jobs."

333 ARMY 'NEW STANDARDS' PERSONNEL: EFFECT OF REMEDIAL LITERACY TRAINING ON PERFORMANCE IN MILITARY SERVICE. Fisher, Allan H., Jr.; Brown, George H. Human Resources Research Organization, Alexandria, Va. April 1971. 37 p. NTIS (AD-727 765).

In 1966, the Department of Defense lowered entrance standards for military service. Many of the "New Standards" men who then entered the service were placed in remedial training programs (Army Preparatory Training, APT), designed to upgrade their literacy status to a fifth-grade level or higher. The research sought to determine whether success in remedial literacy training was associated with superior military performance. Another objective was to develop an equation for predicting terminal literacy scores. Analysis for 9,000 Army personnel was carried out on data extracted from the computerized project 100,000 data file. Men who were successful and unsuccessful, respectively, in literacy training did not differ greatly in most performance indices. Successful trainees were slightly more likely to achieve higher pay grades and to be judged eligible for reenlistment. A multiple regression equation was developed for predicting success in the literacy training course. This analysis, using a randomly selected half of the group, yielded a multiple correlation of + .52; cross-validation with the remaining half of the group produced a correlation of + .50.

334 AN EVALUATION OF THE OCCUPATIONALLY ORIENTED BASIC EDUCATION PROGRAM IN WATERBURY, CONNECTICUT. Bush, Steven J.; Karas, Shawky F. Southern Connecticut State College, New Haven. Paper presented at the Annual Meeting of the New England Educational Research Organization, Boston. June 1971. June 1971. 16 p. EDRS (ED 057 094) MF $.65, HC $3.29.

The Waterbury Board of Education is currently operating a Manpower Development and Training Act (MDTA) project. It includes the Adult Basic Education Program and Occupational Skill Training. The program provides basic elementary education to individuals functioning at or below the third grade level in arithmetic and English, as well as those who are unable to speak, read, or write the English language. The objective of the project is to train unemployed and underemployed youth and adults who have inadequate skills to obtain and hold jobs, so they may become productive, functional members of society. The subjects were selected from terminees of the program who had been given the Basic Education Test (BET) upon entry and the Adult Basic Learning Exam (ABLE) during the training period. Analysis of variance and trend analysis were conducted and the results indicate that the program was effective in giving its trainees an increase in educational attainment with a linear trend.

335 DEMONSTRATION, DEVELOPMENTAL AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS. LONG RANGE FOLLOW-UP OF ADULT EDUCATION PARTICIPANTS: WEST VIRGINIA STATE MODULE. FINAL REPORT SERIES. Morehead State University, Kentucky. Appalachian Adult Basic Education Demonstration Center. September 1970. 103 p. EDRS (ED 054 411), MF $.65, HC $6.58.

The Long Range Follow-Up Survey (LRFUS) of 85 former adult basic education participants in Cobell, Wayne, and Lincoln Counties in West Virginia, is in its second year. Each teacher-counselor follows a specific group. Group I is comprised of 30 men who originally were enrolled in compulsory Title V and WIN programs. Groups II and III are comprised of 30 former volunteer students, mostly women, from Title III ABE classes. Group IV is comprised of 25 men who also were non-volunteer students assigned to a combination ABE and diesel mechanic class. The functional level of most of the subjects at the time of their involvement in ABE was Level III. The non-volunteer classes were offered in a urban setting, although the clients were drawn from rural and small-town, as well as urban backgrounds. One of the volunteer groups was in an isolated rural setting; the other in a small town. The LRFUS has two main objectives: (1) to follow a sample of ABE graduates for three years to assess the ABE program by the impact on, and relevance to, the economic, family, educational, and community lives of the ex-students; and (2) to provide a three year supportive program to reinforce the ABE experience.

336 ADULT BASIC EDUCATION: A CASE STUDY IN GOAL DETERMINATION. Scholes, Gene Wallace. Michigan University, Ann Arbor. Ph.D. Dissertation. 1970. 213 p. University Microfilms.

A study was undertaken to identify demographic characteristics of the adults in the Appalachian Adult Basic Education Program, determine the goals of the students and make an analysis of their achievement satisfaction, and explore the effect of the ABE program on selected behavioral characteristics of students. The study was carried out at nine ABE centers in cities of different levels of urbanization throughout the 13 Appalachian states. The sample indicated that most participants in the program are white females over 40 years of age, who have four members in their family, have held their current jobs for nine years, have completed about the seventh grade, have attended ABE classes for about five hours a week for approximately two years. Interviewing reveals that most students attend ABE classes to achieve high school completion (rather than to learn to read and write, meet people, qualify for a job or job training, or help children with school work) and therefore the program is serving a clientele who require secondary rather then elementary education. Participation in the ABE program was found not to significantly affect behavioral characteristics.

337 NONCOGNITIVE ATTRIBUTES OF PARTICIPANTS AND NONPARTICIPANTS IN SELECTED ADULT BASIC EDUCATION PROGRAMS. Moore, Allen B. North Carolina State University, Raleigh. Center for Occupational Education. 1970. 209 p. EDRS (ED 057 360), MF $.65, HC $9.87.

A pilot study was made to find: (1) if there were significant differences between norm groups for noncognitive attribute measures and the sample population; (2) if there were changes in these attributes as a result of participation in adult basic education; (3) if there was association between the noncognitive attributes and independent variables; and (4) whether pretest and post-test scores on the measures could classify subjects as being participants or nonparticipants. In 10 communities in North Carolina, 486 disadvantaged adults were pretested and 381, post-tested. Data from 343 (279 participants and 64 nonparticipants) were used. Tests were Rotter's I-E Scale, Haller's Work Beliefs Checklist, Rundquist and Sletto Minnesota Survey of Opinions (three scales) Moon and McCann's Scale, McClosjy and Schaar's Scale, and Fitts' Tennessee Self-Concept Scale. Data were treated by one-way analysis of variance, least squares regression technique, and multivariate discriminate analysis. Results showed: no significant differences were detected between participants and nonparticipants in adult basic education; independent variables associated with dependent variables were participation, sex, reported monthly income, and social participation scores; and the noncognitive measures were not effective in distinguishing participants.

338 STRATEGIES FOR DECISION-MAKING IN ADULT BASIC EDUCATION. FINAL REPORT OF PHASE II OF A NATIONAL TRAINING INSTITUTE FOR STATE DIRECTORS AND OTHER ADMINISTRATORS OF PUBLIC SCHOOL ADULT EDUCATION. Aker, George F., Ed.; Hanberry, Gerald C., Ed. Florida State University. 1972. 187 p. Available from Dept. of Adult Education, Florida State University, Tallahassee, Florida.

Phase II of a National Institute for improving decision-making skills of State Directors, ABE Coordinators, Assistant State Directors, Special Project Directors and Assistant Directors is discussed. Part I describes the setting of the Institute, the participants, objectives, findings, conclusions, and recommendations. In Part II, the design and models used in implementing and evaluating the Institute are discussed and analyzed. The training model "Learning by Objectives" is presented as a flow-chart and discussed. The development of a model "An Approach to Decision-Making" is described. Data collected in measuring objectives and in analyzing related aspects are discussed in Part III. This part also includes the individual post-conference evaluation data analysis and the results of Learning-Group and staff reviews at the end of the Institute. Part IV identifies some critical factors and limitations related to both success and failure of the Institute. The six appendixes are (1) the daily schedule, (2) staff and participant roster, (3) sub-contracts and reports, (4) Post Institute Evaluation form, (5) "Twelve Angry Men" rating form, and (6) progress reports issued during the project year.

339 ADULT READERS: ACTIVITIES AND GOALS. Trismen, Donald A. Paper presented at the meeting of the American Educational Research Association, (Chicago, Ill., April 1972). April 1972. 10 p. EDRS (ED 061 024), MF $.65, HC $3.29.

In order to determine the range and extent of adult reading in the United States, a Reading Activities Survey was conducted on interviews with 5,073 adults randomly chosen from 200 locations around the country. The survey was part of an effort to develop a test of adult literacy based on practical reading situations in which adults might find themselves and was part of the Targeted Research and Development Program in Reading Project I. Each respondent was interviewed concerning his reading activities for 1 day. Questions concerned kinds of materials read; sections of materials read, kinds and variety of reading activities which were connected with work, play, school, or church activities; and time spend in reading. Newspapers were most often read, followed by mail, magazines, and books. Respondents varied in age from 16 to 60 and represented several educational and socioeconomic levels. General activities related to reading included travel, commuting, recreation, and free time. Only a small portion of respondents reported difficulty in reading any of the materials, leading the author to conclude that readability is not a problem for most adults.

340 READING ACTIVITIES OF AMERICAN ADULTS. Sharon, Amiel T. Paper presented at the meeting of the American Educational Research Association (Chicago, Ill., April 1972). April 1972. 5 p. EDRS (ED 061 013), MF $.65, HC $3.29.

A reading activities survey as part of the Targeted Research and Development Reading Program was done by interviewing 3,504 adults, aged 16 years or older, selected by area probability sampling. Among the preliminary findings was that the most frequent type of reading is newspaper reading. Seven out of 10 people read or look at a newspaper during a typical day, and they spend an average of about one-half hour with it. Most reading time is spent on the ain news, local news and comics. The most frequently given reasons for reading newspapers are to obtain general information, to obtain specific information, and to obtain another view on issues. Socioeconomic status of the newspaper readers or nonreaders is not markedly different. However, higher socioeconomic status is often connected to reading more than one paper, reading newspapers at work, and with reading editorials, letters to the editor, sports sections, and movie, book, or other review. Almost all respondents reported reading something while shopping, most often to find specific information. About 4 percent of the respondents were classified as non-readers; one-half of these nonreaders were visually handicapped, one-fourth were foreign language readers, and one-fourth were illiterate.

341 AN ESSAY ON THE HISTORY AND MANAGEMENT OF LITERACY, SCIENTIFIC, AND MECHANICS' INSTITUTIONS. Hole, James. 1970. 186 p. Available from Frank Cass & Co., Ltd. 67 Great Russell St., London WC1B 3Bt, England (63 shillings net).

The object of this essay is to establish the right of the working class to a popular culture. It was written in reaction to the great disparity which existed in England between the progress achieved in terms of material wealth and the low moral and intellectual state of those whose labor had produced it. Chapter I, History, delves into the origin of the Mechanics' Institutes. Chapter II, Objects and Methods of Adult Instruction, discusses the twofold character of an artisan's education. Chapter III, Business Management, describes methods of improving the financial position of the Institutes. Finally, Chapter IV, Union of Institutes, discusses the importance and nature of the unions, both English and American.

342 AN EVALUATION OF ADULT BASIC EDUCATION IN THE STATE OF NEW YORK. Research & Technology Corp., Inc., Bethesda, Md. New York State Education Dept., Albany. Div. of Continuing Education, sponsor. 1970. 237 p. EDRS (ED 050 332), MF $.65, HC $9.87.

Selected aspects of the Adult Basic Education Program of the State of New York are evaluated, and the program's effectiveness in providing basic education that is suited to the capabilities, problems, interests, and needs of the adult participants is assessed. The evaluation and assessment are presented in three parts: Part I provides the setting for the study; establishes the parameters; describes the research design; and highlights the findings, conclusions, and recommendations; Part II consists of a description and analysis of the program in terms of the students, their characteristics, and factors related to their success or achievement; and Part III provides a current description and analysis of the program in the areas of instruction and instructional technology, methods and materials, use of human and physical resources, program development and coordination, management and supervision, and staff development.

343 ADULT BASIC EDUCATION: THE STATE OF THE ART. Griffith, William S., Ed.; Hayes, Ann P., Ed. Chicago University, Illinois. Dept. of Education. March 1970. 255 p. EDRS (ED 051 475), MF $.65, HC $9.87. Also available from Government Printing Office (GPO 820-473, $2.00).

The central purpose of this book is to review the present state of the art in adult basic education teacher training. Each of the chapters of the book was developed specifically for the Workshop to Increase and to Improve University Teacher Training Programs in Adult Basic Education, which was held at the University of Chicago in March 1969. The 24 chapters, which serve as a benchmark of research immediately relevant to adult basic education, have been arranged in eight major categories: teacher training, adult students, testing adults, curriculum development and materials, economic considerations, programs, culture or social stratification, and overviews of adult basic education: research and programs. The final chapter contains the reactions of the participants in the Workshop, and appraises the central problem areas and research concerns for improving future teacher training programs.

344 ASSESSMENT OF FUNCTIONAL ILLITERACY IN WASHOE COUNTY AND A STRATEGY OF RECRUITMENT FOR THE ADULT BASIC EDUCATION PROGRAM. Davis, Mary A. Nevada University, Reno. College of Education. January 1970. 37 p. EDRS (ED 051 494), MF $.65, HC $3.29.

This study considers two questions: (1) Who are the functional illiterates in the Reno-Sparks area? and (2) How can they be brought into the adult basic education program if they are not at present enrolled? A survey was made of the area to obtain statistical information concerning the functional illiterates. A compilation of the statistics is presented in tables, as are estimates of the number of functional illiterates. Recommendations are that: (1) publicity of the English Second Language and Adult Basic Education programs be increased; (2) the total target population be reevaluated; (3) both programs be upgraded; and (4) every effort be made to keep the student in the program.

5235 ABE - Curriculum, instructional materials

345 DEMONSTRATION, DEVELOPMENTAL, AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS. FINAL REPORT. Morehead State University, Kentucky. September 1970. 106 p. EDRS (ED 052 442), MF $.65, HC $6.58.

This final report summarizes the activities of the Appalachian Adult Basic Education Demonstration Center (AABEDC) at Morehead State University in Kentucky for the grant period from July 1, 1969 to June 30, 1970. The AABEDC operates in the A palachian counties of thirteen states from New York to Missisippi. Its target audience is the rural isolated mountain people. AABEDC activities fall into four areas: change agent, training, research, and demonstration. Change agent activities included local, state, and regional advisory boards, seven conferences, inter-agency cooperation, 29 monographs and brochures and dissemination of innovation. Training activities included a graduate program in adult and continuing education, three Adult Basic Education (ABE) training institutes, and staff training in field units. Research activities included seven studies. Demonstration activities included 14 projects or modules in 11 states. The evaluations of the AABEDC Regional Board of Directors and the Michigan Institutional Survey and Consulting Service are reported. It is recommended that the model of a research, demonstration, and training center serving a distinct subpopulation of ABE students and staff in a several state area is an efficient and effective use of monies available to adult education.

346 A STUDY OF READING METHODS AND MATERIALS USED IN ADULT BASIC EDUCATION. Sherk, John K.; Mocker, Donals W. March 1972. 22 p. EDRS (ED 061 520), MF $.65, HC $3.29.

A national study of methods and materials used in teaching reading by adult education teachers was conducted. The purposes of the study were: to determine from ABE, GED, and ESL teachers the most popular methods, materials, and techniques currently in use for reading instruction in adult education; to determine the "goodness of fit" between the difficulty of the materials in use and the reading levels of the students being taught; to determine the reliability ratings of materials used for reading instruction; to determine what kinds of supplementary materials are used to augment direct reading instruction; to determine the teachers' beliefs as to why it is important for adult students to learn to read or to read better; and to determine what books the teachers believe every adult in their class should read. Responses obtained from a questionnaire completed by 240 adult education classroom teachers (176 of which were analyzable) in 43 states provided the data for the study. Conclusions based on the results of the data analysis are: (1) there is no suggestion in this study that any single publisher or any particular material type used for adult basic reading has control of even a minor proportion of the market; (2) several factors suggest that the quality of reading instruction may be lower than optimum; and (3) ABE teachers may not be motivating their students to read.

347 FROM RESEARCH TO PRACTICE IN ADULT BASIC EDUCATION. FINAL PROJECT REPORT. Schroeder, Wayne L., Comp.; Divita, Charles, Jr., Comp. Florida State University, Tallahassee. Dept. of Adult Education. September 1971. 85 p. EDRS (ED 059 434), MF $.65, HC $3.29.

The strategies whereby relevant findings and implications of empirical research could become known to and employed by adult basic education practitioners in solving their problems are demonstrated. Efforts were made to: (1) Identify significant problems in the practice of adult basic education; (2) Conduct a thorough search of the research literature in the social sciences relevant to such problems; and (3) Develop and disseminate a series of monographs which would translate the findings of research and suggest solutions to problems in a manner which is meaningful to practitioners. To accomplish these tasks, job descriptions were developed, a nine-member staff employed, a project task analysis performed, criteria for selecting writers devised, and a conceptual system to facilitate a uniform approach to the definition and analysis of problems developed. The staff read 3,000 reports and made a survey of all members of the Commission of Professors of Adult Education and the Special Project Directors to detect research recently conducted. Findings include: (1) Ten monographs which relate research to practice can be produced in a twelve-month period with the resources made available in this project; (2) Problems reported by practitioners and researchers are often imprecisely defined and analyzed; (3) Practitioners tend to attribute problems to lack of financial and physical resources or to some uncontrollable conditions rather than to a lack of capability or knowledge on their part.

348 FAMILY AND PERSONAL DEVELOPMENT IN ADULT BASIC EDUCATION: CURRICULUM GUIDE AND RESOURCE UNITS. Davidson, Edmonia W. National University Extension Association, Washington D. C. 1971. 200 p. Available from National University Extension Association, One Dupont Circle, Washington D.C. 20036.

This study aims to help teachers work effectively with low-income families by: (1) developing an understanding of the circumstances and life styles of Negroes, Mexican Americans, Puerto Ricans, and other minority groups, and (2) utilizing reality-oriented resource units in family health and safety, homemaking skills, consumer education, and money management. The report is divided into two parts. Part I includes: (1) a discussion of family income distribution in the United States in 1960, using charts and graphs to illustrate percentages, (2) an analysis of changes in low family income in the United States during the period 1959-69, with special attention paid to race and sex, (3) a depiction of the life-styles of low-income families, with a discussion of the values common to this group, and (4) a bibliography of reading materials and films relating to the overall subject. Part II contains five selected curriculum units, all dedicated to improving the educational level of these families. These units are entitled as follows: (1) Family Health and Safety, (2) Consumer Education and Money Management, (3) Homemaking Skills: Food and Clothing, (4) Family Planning and Family Relationships, and (5) The Family and the Community.

See also: Sections 4750 Disadvantaged Groups; 6550 Unskilled,
Disadvantaged; and 6575 New Careers, Paraprofessionals

5240 ABE - Teachers, Administrators, trainings of

349 THE FORMULATION, IMPLEMENTATION AND EVALUATION OF ADULT EDUCATION INSTITUTES IN TENNESSEE, 1971. Dutton, Donnie; Easter, Luke. Memphis State University, Tenn. September 1971. 54 p. EDRS (ED 053 392), MF $.65, HC $3.29.

In the State of Tennessee, three Teacher Training Institutes were conducted to instruct adult basic education personnel in guidance and counseling, instructional materials, and reading. Each institute was evaluated using a standard evaluation form; a questionnaire designed to obtain demographic data and participant reaction; and an evaluation scale developed by Russell Kropp and Coolie Verner. The instruments were administered the last day of each of the three two-week institutes. Only arithmetical means and percentages were employed to analyze the data. The evaluation results show that the three institutes were extremely successful. Participants felt that additional institutes should be held to cover subjects of guidance and counseling (including recruitment and retention), reading, materials, curriculum development, adult learning centers (including programed instruction), and adult psychology. An appendix presents samples of the evaluation forms.

350 INSTITUTE FOR TRAINING ADULT BASIC EDUCATION TEACHERS (FORMERLY: TRAINING FELLOWSHIP FOR ADULT BASIC EDUCATION TEACHERS). University of Southern California, Los Angeles. School of Education. 1970. 158 p. EDRS (ED 052 440), MF $.65, HC $6.58.

This report describes how a one-year program prepared 30 people to be professional teachers of Adult Basic Education, with emphasis on Teaching English as a Second Language. The program utilized a team structure in modular modifications of existing course structure, including modules of field experiences, directed teaching, paid experience in adult school teaching, and other innovative methods and experiences in a competency-based teacher education program. The report is an endorsement of the premise that professionalization of teaching is essential to the improvement of adult education, generally, and of Adult Basic Education, specifically. The report's conclusions agree that the USC-ABE program provides a framework for professional preparation of adult school teachers and that the project met its obligation to be a national model by being exemplary and replicable, subject to adaptation.

351 ADULT BASIC EDUCATION TEACHER TRAINERS: THEIR CHARACTERISTICS, ATTITUDES, AND VALUES. Nave, Wallace K. North Carolina State University, Raleigh. School of Education. June 1969. 120 p. EDRS (ED 051 457), MF $.65, HC $6.58.

The relationships between selected personnel and situational characteristics of adult basic education teacher trainers and their attitude toward adult basic education (ABE) programs during a three-week period of intensive training were examined. The following were selected as the independent variables: age, sex, race, educational achievement, ABE experience, and place of residence. The topics basic to the overall theoretical perspective employed here are presented in the following order: reference groups, attitudes, values, characteristics, review of related research, and hypotheses. The major statistical techniques employed in the analysis of data included analysis of variance, McNemar's test for significant changes, correlation, and chi-square. Although it was concluded that the subjects' attitudes became more favorable during their participation in training, the extent to which the content of the training influenced the change rather than outside factors was not determinable from available evidence.

352 TEACHER TRAINING CONFERENCE: ADULT BASIC EDUCATION FOR URBAN CLIENTS. FINAL REPORT. Chicago University, Ill. March 1972. 249 p. EDRS (ED 061 489), MF $.65, HC $9.87.

The University of Chicago's Teacher Training Conference provided for an examination of opinion and research from the field of adult basic education; practice in skill development and application; an experience of an urban community; and encounters which centered on personal, political, and educational ideology. This report describes the planning of the conference, the conference itself, and post-conference activities. An analysis of evaluation data is presented as is a general appraisal of the conference. Implications specific to conference planning are discussed under the following topics: recruitment, conference planning, formative evaluation, and interconference communication. It is concluded that the Chicago conference was a useful learning experience for most participants. Also, the Self Directed Learning (SDL) model used proved to be generally effective for most attendees, demonstrating the model's utility for short-term ABE training. Appendixes present the Conference Roster; a Catalog; Adult Basic Education for Urban Clients; Form Letters and Evaluation Instruments; List of Publishers Supporting the Learning Center; Materials and Supplies Given to Conferees; Progress Reports to State Directors; Sample SDL Project; and Conferees' Certificate Award. Thirty-one tables present data.

353 ABE STAFF DEVELOPMENT MIDDLE TENNESSEE. Dutton, Donnie; And Others. Memphis State University, Tenn. April 1972. 39 p. EDRS (ED 061 488), MF $.65, HC $3.29.

The overall effectiveness of the educational experiences provided at three Middle Tennessee ABE workshops was determined. Two instruments were used to collect data from approximately 300 adult basic education personnel from all counties in Middle Tennessee; these instruments were a questionnaire and an evaluation scale. The participants' responses are presented under Profile of the Participants, Physical Facilities, Objectives, Program, Strengths, Weaknesses, and Overall Rating. Analysis of the data shows that the three workshops were successful. Appendixes present a list of Staff and Resource Persons, the Program, a List of Participants, and Evaluation Forms.

354 ABE STAFF DEVELOPMENT IN WEST TENNESSEE. Dutton, Donnie; And Others. Memphis State University, Tenn. January 1972. 109 p. EDRS (ED 060 411),

MF $.65, HC $6.58.

The overall effectiveness of the educational experiences provided at two West Tennessee ABE Workshops conducted in November 1971, excluding an objective measure of gain in knowledge, was studied. A questionnaire and an evaluation scale for use by workshop participants were administered to adult basic education personnel from all counties in West Tennessee. The primary objective of the two workshops was to acquaint the participants with what transpired in three adult basic education institutes held in the Summer of 1971. The evaluative data show that the two workshops were very successful. Seven appendixes present the following: A. Summary of Guidance and Counseling Session; B. Materials Handouts; C. Reading Handouts; D. Staff and Resource Persons; E. Program; F. List of Participants; and G. Evaluation Forms.

355 PROJECT ENABEL: EXTERN NETWORK OF ADULT BASIC EDUCATION LEADERS, 1970-71. USOE REGION V. Michigan State University, East Lansing. Dept. of Administration and Higher Education. 1971. 127 p. EDRS (ED 056 312), MF $.65, HC $6.58.

Project ENABEL (Extern Network of Adult Basic Education Leaders) was launched as a pilot project to: (1) analyze the essential character of the Adult Basic Education (ABE) problem, (2) identify individuals and institutions whose functions are critically related to the ABE problem, (3) identify personal qualities and professional competencies required of individuals, (4) resolve the question of the appropriate role of the university, and (5) conceptualize a systematic scheme for appropriately relating the university to ABE programs. Each state extern was invited during a summer workshop to develop a plan for improving his own performance and/or the operation of his own local program in ABE. Project staff members visited the home school of each extern for consultation at least once during the project. Interns, other staff members, and selected externs solicited and honored requests for consultation and in-service training from schools not other wise involved in the network. Conclusions indicate that most participants in the program benefited positively with respect to understanding ABE students, their problems and needs, and the cultural differences between adult education and childhood education.

356 A NEW CONCEPTUAL MODEL FOR ADULT BASIC EDUCATION STAFF TRAINING WITH APPLICATION TO CORRECTIONS, NEW CAREERS AND MIGRANT EDUCATION. Hoffman, Hy; Pagano, Jules. Adult Education Association of the U.S.A., Washington, D.C. October 1971. 57 p. Available from Adult Education Association of the U.S.A., 810 18th St., N.W., Washington, D.C. 20006.

The objective of this project was to review and analyze staff development programs in adult basic education in order to identify the most promising ideas, curricula materials, methods and approaches for the purpose of designing new training models. To accomplish this, the following activities were carried out: a review of the professional literature; field visits; and a direct mail survey. Particular attention was paid to training programs and models judged most effective in dealing with those special problems inherent in the conditions of poverty; most supported in program rationale by accurate and extensively documented results; and most resourceful in management and professional/paraprofessional staffing patterns. The study has identified the nature and scope of staff ABE training needs. The findings are reflected in a conceptual model for application to three ABE settings: in corrections, in New Careers, and in migrant education. Appendix A, an annotated bibliography, contains 114 items of research and investigation on adult basic education staff training, representative of the literature from 1965 to 1970 of the U.S. as well as other countries.

5280 Literacy Training -- Foreign

357 LITERACY TEACHERS OF ADULTS. Bhola, H.S. In Literacy Discussion, Vol. 2, No. 2. Spring 1971. pp. 109-148.

This article, part of a larger report, discusses and evalutes the literacy teachers used in the Tanzania Work-Oriented Adult Literacy Pilot Project, their selection, training, and performance, and makes recommendations for the future of the project.

358 REPORT ON EXPERIMENTAL STUDY OF AN INTENSIVE 5-WEEK LITERACY-HOMECRAFT COURSE. Conducted at Women's Seminar, Box 139, Kijota, P. O. Singida, Tanzania, 13 July to 14 August 1970. World Literacy and Christian Literature, N. Y., N. Y. August 1970. 26 p. EDRS (ED 059 451), MF $.65, HC $3.29.

A five-week intensive Literacy-Homecraft course (residential) for 13 women was conducted to accelerate learning and propel learners toward satisfactory achievement. At the end of the course, 10 of the 13 were reading graded material with reasonable accuracy, fluency and comprehension. Two were making fair progress, but probably will not retain literacy without joining continuation classes. One did not learn, but her vision was defective. After 3-1/2 months, students were again tested. Only one had joined a local literacy class in the interim. Eight of the 10 who could be tested achieved 80%-95% accuracy in the comprehension test (Evaluation Unit - National Literacy Pilot Project) for reading. The two who had been slowest in first testing had lost considerably and achieved only 23%-33%. All had lost in writing skills during the interim. A certain amount of homecraft practices taught in the classroom were transferred over to the home, but it was difficult to assess how much.

359 RELATIONSHIP BETWEEN LITERACY AND ECONOMIC PRODUCTIVITY OF INDUSTRIAL WORKERS IN BOMBAY: A SOCIOLOGICAL ANALYSIS. Desai, A. R.; Punalekar, S.P. In Literacy Work, Nol. 1, No. 2. September 1971. pp. 28-62.

The investigators conclude that we cannot ask whether the literate worker is more achievement-oriented than the illiterate in a factory situation unless we first know whether aspiring, hard-working persons are encouraged and rewarded in that situation. Both literates and illiterates superstitiously gave importance to luck in getting ahead with the factory. However, in answer to related questions, both groups -- but especially the literates -- stressed the general value of hard work, formal education and job training. Many said they would welcome the chance for further education and/or training for themselves. Most wanted a considerable amount of education for their children and seemed to expect them to attain good positions as a result of the education received. Thus, the worker, especially the literate worker, seemed to believe, at heart, that more work and increased knowledge resulted in a better position, but his immediate experience seemed to have pointed to different conclusions. Unable to see a link between his own efforts and the outcome, he tended to fall back on attributing any failure or success to luck or "the grace of God" or willingness to engage in underhand dealings. Indeed, the investigators add, some supervisors stated that many workers with initiative and competence had turned into mere robots devoid of ambition and hope because their sincerity and hard word had not been rewarded in time.

360 LITERACY PROJECTS. REPORT ON THE REPLIES RECEIVED TO THE INSTITUTE'S QUESTIONNAIRE. FINAL REPORT. International Institute for Adult Literacy Methods, Teheran, Iran. November 1971. 153 p. EDRS (ED 057 351), MF $.65, HC $6.58.

In 1969, 790 questionnaires were sent to all governmental and non-governmental organizations to obtain details of methods used in adult literacy projects. Replies from 74 organizations in 52 countries, with a total of 100 projects and 133 courses, are reported. They are categorized as: organization, participants, programs (courses), methods and teaching aids, materials, dropouts, and instructors. It was concluded that: (1) greater interest by the governments would help in solving project problems; (2) the literacy level gained in most projects is too low to prevent relapse into illiteracy; (3) large classes are more effective than small ones and also decrease the number of teachers needed; (4) a gradual transition from traditional to functional literacy programs is desirable, with training of teachers and seminars for project planners a necessity; (5) the high dropout rate shows a need to study prospective participants; and (6) systematic studies and experiments should be undertaken in various cultures. (Annex I is a copy of the questionnaire; Annex II gives names and addresses of the respondents; and Annex III is a tabulation of the replies.)

361 TECHNIQUES FOR ANALYZING CHANGES IN LITERACY RATES AND IN THE NUMBER OF ILLITERATES. Vaugrante, Christine. Regional Office for Education in Africa, Dakar, Senegal. August 1970. 61 p. EDRS (ED 062 623), MF $.65, HC $3.29..

The measurement of the evolution of illiteracy is the focus of this study. An elementary method for estimating the short-term evolution of the number of illiterates forms the subject of the first part of this analysis. This method is based on the demographic growth rate, the product of the school system and past trends. The second part is devoted to the examination of the evolution of the number of illiterates and of the rate of literacy in an attempt to arrive at coefficients which may facilitate the adoption of a literacy policy based more on rational than on empirical considerations. It is divided into two chapters, the first one relating to the evolution process of illiteracy. This evolution is influenced by the growth rate of the number of newly literate, the initial literacy rate, the rate of demographic growth, these various factors being taken together. The second chapter shows how to measure changes in the literacy rate and in the number of illiterates. Changes in the literacy rate depend on: the initial literacy rate; and the difference between the rate of increase of those made literate and the demographic growth rate. The number of illiterates diminishes when the rate of increase of those made literate is higher than the result of the demographic growth rate divided by the literacy rate of the previous year.

362 A FUNCTIONAL LITERACY PROJECT IN SELECTED ESTABLISHMENTS IN AMMAN. Ministry of Education, Amman, Jordan. Project undertaken as part of Unesco International Education Year. August 1970. 43 p. EDRS (ED 055 271).

A pilot project will be established in the city of Amman, Jordan, and its outskirts. Guidelines include: (1) Project activities should be centered around functional literacy; (2) Efforts should be directed to persons engaged in productive activity; (3) The curriculum should be oriented towards the specific work in which the worker is engaged; (4) The project should be the shared responsibility of the Ministry of Education and the industrial establishments. A pre-project survey determined the number of industrial workers to be about 20,000. Two questionnaires were used in the survey. One was addressed to the employer and was designed to obtain data about the total number of employees, the nature of industrial activity, the number of illiterate workers, and the location of the company. The second questionnaire was directed at the illiterate worker and aimed, through an interviewer, to obtain personal information about the worker and to determine whether the literacy center should be located in the industrial establishment or near the residence of the worker.

363 THE 1971 LITERACY CAMPAIGN. Hall, Budd L., Ed. Dar es Salaam University, Tanzania. Institute of Adult Education. 1971. 128 p. EDRS

(ED 058 560), MF $.65, HC $6.58.

Results of a study of the campaigns to eliminate illiteracy in five districts of Tanzania are reported. Using case study methods, researchers from the Institute of Adult Education followed a common outline in collecting data from the Mafia, Ukerewe, Masasi, Kilimanjaro, and Pare Districts regarding their literacy campaigns. The outline was 1. Basic Organization of the Literacy Drive, 2. The field Organization, 3. Teachers, 4. Materials, 5. (1) Evaluation, and flight mission provides the operational context; the assignment of the completion of the program, 96% of adults in Mafia were literate; (2) About 90% of the illiterates in Ukerewe were enrolled in classes; (3) It is estimated that 75% to 80% of Masasi would be literate by the end of the program; (4) Results of tests conducted in Kilimanjaro were not available; and (5) Evaluation of testing in the Pare District remains to be done. From a review of the various campaigns, some considerations that should be applied early in the planning of literacy campaigns are recommended: (1) a sufficient supply of primers and other materials be available; (2) an adequate number of capable supervisors must be available; (3) good and full time transportation must be provided; (4) class committees can ensure better student attendance; and (5) classes should continue for a second year.

364 THE TEACHING OF READING AND WRITING: AN INTERNATIONAL SURVEY. MONOGRAPHS ON FUNDAMENTAL EDUCATION, No. 10. Gray, William S. United Nations Educational, Scientific and Cultural Organization, Paris. 1969. 325 p. Available from Unipub, Inc., P. O. Box 433, New York, N. Y. 10016 ($7.00).

This book represents an attempt to review prevailing practices of combatting world illiteracy; to evaluate the efficacy of methods being employed; to sum up in a form convenient to educators and administrators, the results of research and experience which have made significant contributions to the subject, and to make recommendations and isolate problems needing further study. Subjects covered are (1) role of reading and writing in fundamental education, (2) influence of type of language on literacy training, (3) nature of the reading process in various languages, (4) reading attitudes and skills essential to functional literacy, (5) methods of teaching reading, (6) findings of research that help in the choice of methods, (7) nature and organization of reading programs for children, (8) teaching adults to read, (9) basic principles underlying the teaching of handwriting, (10) teaching handwriting to children, (11) teaching handwriting to adults, (12) action required to attain the goal of world literacy, and (13) developments in reading and literacy education, 1956-1967.

365 TIME FACTOR IN THE ATTAINMENT OF LITERACY SKILLS. Ahmed, Mushtaq. In Indian Journal of Adult Education, Vol. 32, No. 4. June 1971. pp. 3-20.

Describes an attempt to evaluate the relationship between duration of instruction and the level of attainment in functional literacy classes.

5500 Community Services and Programs

366 CONTINUING EDUCATION AND COMMUNITY SERVICES: A SURVEY OF OREGON COURSES AND ALLIED LEARNING OPPORTUNITIES. ETTER, David C. Oregon State System of Higher Education, Corvallis. Div. of Continuing Education. December 1970. 258 p. EDRS (ED 065 309), MF $.65, HC $9.87.

A questionnaire was mailed to 1,032 continuing education and community service agencies in Oregon to find out what courses and allied learning opportunities were being offered. Two follow-up mailings plus interviews helped to produce a 77.8% return and the identification of 176 public and private, and school and nonschool agencies. Major findings included: continuing education and community services courses and allied learning opportunities are a 10 million dollar a year activity in Oregon; agencies are able to recover, on the average, 86% of the cost of their offerings; the average fee charged enrollees was estimated to be about $.5.50; the Division of Continuing Education provides the most clock hours of instruction of all Oregon agencies, and it serves more older adults than any other agency; less than 10% of the 176 agencies concentrate on providing for blue collar workers and the poor; 124 agencies reported that less than 9% of the funds they spent in 1969-70 came from outside funding sources; outdoor recreation and physical education, followed by agriculture, then safety and first aid, were the most frequent offerings during 1969-1970.

See also: Sections 2210 Community Education and Development; and
2230 Rural Communities

5550 Community Development Programs -- Foreign

367 AN APPRAISAL OF THE TRAINING PROGRAMMES FOR SOCIAL EDUCATION WORKERS IN INDIA. Ansari, N. A. In Indian Journal of Adult Education, Vol. 32, No. 4. April 1971. pp. 15-17.

A study of the India training programs for social education workers at different levels was conducted to find out the relative success and impact of these programs on the worker. The study found that the programs were "good" and some suggestions for improvement are discussed.

368 COMMUNITY DEVELOPMENT IN ISRAEL AND THE NETHERLANDS. Kramer, Ralph M. R-Ser-No-14. Available from Publications Office, Institute of International Studies, University of California, Berkeley, California 94720 ($2.50). 1970. 164 p.

This exploratory study seeks to analyze and compare the practice of community work in The Netherlands and Israel, and the key variables shaping its character, role, and influence. The two countries are small, highly urbanized welfare democracies relying on central government financing of community and social work, and are characterized by historical, pervasive social cleavages based on religion, and in Israel, on cultural grounds as well. Community work in each country serves different functions, and has a distinctive character largely reflecting its sociopolitical context and organizational sponsors.

5700 CONTINUING EDUCATION IN THE PROFESSIONS -- CAREER CHANGES

369 MOTIVATIONAL DETERMINANTS FOR ADULT LEARNING. Dubin, Samuel S.; George, John L. Paper presented at the Adult Educational Research Association Meeting (Chicago, Ill., April 1972). April 1972. 8p. EDRS (ED 062 602), MF $.65, HC $3.29.

A concern with the motivational behavior for keeping up-to-date, a learning process, is presented. The half-life of a professional's competence is described as the time after completion of professional training when, because of new developments, practicing professionals have become roughly half as competent as they were upon graduation to meet the demands of their profession. A questionnaire was developed that would enable practicing resource managers and scientists to supply as much information as possible on their updating needs. On the basis of 5,600 responses, five determiners of adult motivation were ranked by the natural resource managers in the following order: personal ambitions and goals, on-the-job problem solving, organizational climate, discussion with colleagues, and supervisor. One of the principal recommendations emerging from the study is that managers should be spending one day a week or the equivalent in regularly scheduled study or training.

370 CAREER OBSOLESCENCE AND SOCIAL SECURITY: EMERGING EDUCATION POLICY ISSUES IN LAW. Sandow, Stuart A. Syracuse University Research Corporation, N. Y. Educational Policy Research Center. April 1971. 56 p. EDRS (ED 061 903), MF $.65. Available in hard copy from the Educational Policy Research Center, Syracuse University Research Corp., 1206 Harrison St., Syracuse, N. Y. 13210 ($1.25).

This document is the second in a series of studies designed to examine the legal aspects of various potential educational problems in our society. This particular study deals with the case of a highly trained aerospace technician who sues the social security trust for loan benefits, arguing that he is economically disabled and has been retired by society. All the plaintiff wants is an opportunity to retrain himself through education with funds that he believes rightfully belongs to him. Seventy percent of the attorneys surveyed are of the opinion that the case will come to court and succeed within 3 years; 70% see the emergence of the concept of life-long education as a right as the primary implication for the future; 80% estimate between 1 and 5 million people would need similar service by 1980; 75% estimate the cost of such a service to be in excess of $150 million a year; and 85% see the effects of this case, if successful, as beneficial to society.

371 A MODEL OF DEVELOPMENTAL CHANGES IN THE WORK-LIFE OF THE COUNTY AGENT. Griffin, Virginia R. Abstract of Ph.D. Dissertation, University of Chicago. December 1970. 23 p. EDRS (ED 050 337), MF $.65, HC $3.29.

The purpose of this study is twofold: (1) to develop a model, generally applicable to all professions, that identifies the commonly experienced developmental changes that occur in the behavior and attitudes of the male professional worker in a number of dimensions of his work-life; and (2) to modify the model so that it is specifically applicable to one group of professionals--county agents, adult educators in the Cooperative Extension Service.

5750 Engineering, Architecture

372 SKILLED ENGINEERING SHORTAGES IN A HIGH-DEMAND AREA. Great Britain. Dept. of Employment. Manpower Paper No. 3. 1971. 46 p. Available from Her Majesty's Stationery Office, c/o Pendragon House, Inc., 1093 Charter Avenue, Redwood City, California 94063.

Stresses the importance of upgrading workers by training in relieving shortages of skilled labor. The inquiry sought to discover the extent and seriousness of skilled labor shortages in engineering; why they appeared to have existed for many years; and whether anything more could be done to alleviate them. The findings are "likely to apply to most areas where labor shortage is chronic." Three areas where engineering employers could take further action are: (1) sponsored training courses at Government Training Centres; upgrading or conversation training or training in limited skills is provided free of charge to employers; his only obligation is to pay the worker while he is in training and to keep him on his payroll afterwards, (2) reducing the wastage of apprentices and (3) of the turnover of labor generally. High intakes of apprentices since 1967 have been cancelled out by higher wastage caused partly by lower entry standards. In general, employers have correctly identified major areas for action to alleviate the shortage of skilled manpower as (1) expanding and improving facilities for upgrading training to make the most of the potential of men who do not take up apprenticeships; (2) reducing the range of skill required within the currently accepted skilled occupation and so making more work available to upgraded men; and (3) reducing the numbers of skilled men required by increasing the number of automatic machine tools. Any improvement in the supply of skilled men would in turn require more semi-skilled and unskilled men.

373 ENGINEERING SKILLS, KNOWLEDGE AND TRAINING. Youngman, M. B.; And Others. (University of Lancaster Industrial Training Research Project) Short version of the Second Report to the Department of Employment. Available from M. B. Youngman, Dept. of Educational Research, Lancaster University, Lancaster, England.

The research project was set up to develop a classification of training objectives for engineering skills. The project is primarily concerned with one firm and its range of engineering activities, namely the design, manufacture and selling of aircraft electrical equipment, industrial actuators, and related developments. The first stage (completed August 1970) considered a sub-sample of 38 people representative of the whole spectrum of activities. By means of extensive interviews, job descriptions and job stages were obtained. Using a derivative of Kelly's Personal Construct Theory, in which the subject derived the basic operations in his job by differentiating between what he does at different stages, the detailed operations of each job were obtained in a reasonably complete and structured manner, and a checklist was complied from the individual lists. The checklist derivation constitutes the backbone of the research. The main survey is expected to be reasonably straightforward. Data will be collected from the full sample of about 250 engineers; and a series of cluster analyses carried out. The research also incorporates a check on the reliability and validity of the method itself.

5850 Medicine and Health

374 PHYSICIANS' LOCAL ADVISORY SYSTEM. FINAL REPORT AND APPENDIXES. Menzel, Herbert. New York University, N. Y. August 1969. 288 p. EDRS (ED 053 287), MF $.65, HC $9.87.

Realizing the importance of colleague communication to the physician's medical knowledge, this study attempted to determine what variables affect the success of local colleague networks in raising the individual physician's information level. In an interview of 400 general practitioners and internists in 15 counties in three states, the questions tested the physician's level of information and awareness of current developments in medicine. Complex relationships were observed between physicians and local networks, with different community structures requiring different ways of attaching to the local network in order to maximize the learning payoff. The appendix describes in detail the interviewing and sampling instruments and techniques, and the information test used.

375 MEDICAL INFORMATION PROJECT: A STUDY OF AN AUDIOVISUAL DEVICE AS A TECHNIQUE FOR CONTINUING EDUCATION FOR GENERAL PRACTITIONERS. FINAL REPORT. Abrahamson, Stephen; And Others. University of Southern California, Los Angeles. School of Education; University of Southern California, Los Angeles. School of Medicine. September 1970. 408 p. EDRS (ED 051 846), MF $.65, HC $16.45.

The unique factor in the Medical Information Project is that working from ground zero, it undertook to design and put into operation a communication system for general medical practitioners using an individualized, programmed, audiovisual medium. The development of this system involved three general phases. Phase I, consisted of: (1) obtaining and reviewing literature pertaining to medical communication problems; (2) designing a means of sampling, drawing the sample, obtaining the physicians' participation; (3) laying out the general design for research and development; (4) developing and validating the instruments to be used to assess the physicians' cognitive and affective reactions; (5) testing and selecting the hardware to be used as the communication device; (6) developing the programming concepts; (7) developing the production process and (8) selecting the content areas and the medical consultants for the program topics. Phase II, consisted of: (1) distributing the hardware to the participating physicians, (2) producing and distributing the training program on equipment utilization, (3) pre- and post-program questionnaires and interviews and (4) producing and distributing the fifteen content programs. Phase III consisted of: (1) collecting and processing raw data, (2) analyzing the data and (3) writing the final report.

376 STUDY OF CONTINUING MEDICAL EDUCATION FOR THE PURPOSE OF ESTABLISHING A DEMONSTRATION CENTER FOR CONTINUING EDUCATION IN THE PACIFIC NORTHWEST. FINAL REPORT. Robertson, William O.; Dohner, Charles W. Washington University, Seattle. School of Medicine. 1970. 324 p. EDRS (ED 052 323), MF $.65, HC $13,16.

In modern society, lifelong learning by the physician is essential. This study was conceived to: (1) define the educational needs of practitioners in the Pacific Northwest, (2) assess the resources available to meet these needs, (3) determine what educational programs are needed, (4) develop evaluation methods for these programs, (5) identify physician participation factors, (6) develop evaluation techniques for clinical communication systems, (7) evaluate recent continuing education programs, and (8) develop a comprehensive plan for a continuing education center. The report describes in detail the techniques used to accomplish these objectives, with questionnaires and survey results contained in the appendixes. Ideally, medical education should continue in a lifelong pattern developed during undergraduate study. With improvements in program content, promotional efforts, information networks, and program offerings in individual hospitals, continuing education can be made an integral part of physicians' careers.

377 A FEASIBILITY STUDY IN DETERMINING INDIVIDUAL PRACTICE PROFILES OF PHYSICIANS AS A BASIS FOR CONTINUING EDUCATION OF THESE PHYSICIANS UTILIZING A POSTGRADUATE PERCEPTOR TECHNIQUE. FINAL REPORT. Meyer, Thomas. Wisconsin University, Madison. 1970. 32 p. EDRS (ED 052 299), MF $.65, HC $3.29.

The purposes of this project were to develop a profile of the individual physician's practice, test the physician in the major areas of his practice, and provide educational consultation according to practice profile and test results. A test bank of 1,800 5-option multiple choice questions was classified into 18 categories in each category. Questions from about five categories were randomly selected for each of 37 participating physicians. Each physician's categories were determined from his practice profile, which was determined in a week of observation by a medical secretary. The resulting data were used by educational consultants, who met with the individual physicians to plan educational programs to meet their needs. The project fund that the procedure holds potential as an aid in educational planning by highly motivated physicians, but cautions that it is too narrow to be useful in evaluating physician performance. Also, the test bank, although useful in principle, will require modification before it will succeed in practice.

378 A LONGITUDINAL STUDY OF THE CAREER DEVELOPMENT OF HEALTH PROFESSIONALS. Crowley, Anne E.; And Others. Presentations at the American Educational Research Association (Chicago, Ill., April 6, 1972). April 1972. 46 p. EDRS (ED 063 500), MF $.65, HC $3.29.

Because the demand for health services exceeds the supply, information concerning the aspirations, interests, and motivating factors which lead individuals to choose a health career and the obstacles in the path of health career development are of vital concern to counselors and guidance personnel. This paper reports the findings of three studies which utilized data from the Project Talent Data Bank to identify similarities and differences in personal traits of dentists, pharmacists, and physicians. Specifically, the focus of the dentistry study was on the process of career development with attention to the stability of career choice, while the pharmacy study was concerned with time of career choice. The physician study considered the modifying effect that family-community environment and high school have upon final career choice. Findings, presented separately for each study, suggest certain considerations for career counselors and for admissions personnel. The first is the individual's self assessment and perceptions of occupations open to him. The second is the selection of applicants by professional schools.

See also: Section 6950 HEALTH, MENTAL HEALTH

5920 Adult Education

379 THE VOCATIONAL INTERESTS OF MARKETING PROFESSIONALS. Rhode, John Grant. In Journal of Vocational Behavior, Vol. 2, No. 1. January 1972. pp. 13-23.

Data on marketing executives and marketing professors with similar educational backgrounds reveal that executives have more scientific interests and less sales interests than the professors, but are less satisfied with their careers and more satisfied with their pay and the amount of work they do.

380 IS AN ADVANCED DEGREE FOR YOU? Borich, Patrick J. In Journal of Extension, Vol. 10, No. 2. Summer 1972. pp. 18-28.

In an attempt to identify who and what influences decisions made by Extension professionals in their decision of whether to pursue an advanced degree, the author undertook a nationwide study of male county agents. He found that many personal, administrative (organizational), and economic factors influence such a decision, and these vary by age and the state employing the agent.

381 A DIRECTORY AND ANALYSIS OF DEGREE PROGRAMS FOR PREPARING PROFESSIONAL ADULT EDUCATORS IN THE UNITED STATES. Griffith, William S.; Cloutier, Gilles H. Chicago University, Ill. Dept. of Education. January 1972. 300 p. EDRS (ED 058 540), MF $.65, HC $9.87.

This study examines the current and planned status of opportunities of training for adult educators in the United States through programs especially designed to meet their needs, as indicated by the degree programs and curricula offered and projected by institutions of higher education. Following the Introduction (Chapter I), Chapter II presents a Review of the Literature on Training Opportunities for Adult Educators. Chapter III consists of a description of the procedures used in identifying the sample and in collecting the data. Chapter IV is a summary and listing of the data collected. Chapter V includes a comparison of the present and previous studies and also sets forth the authors' conclusions and interpretations of the data, as well as their suggestions for subsequent studies and procedures for maintaining current information on the degree training opportunities for adult educators. The instruments used in the data collection are included in Appendix A. The names and addresses of the directors of all programs from which completed questionnaires were received are shown in

Appendix B. Appendix C gives the names and addresses of four persons who were admitted to membership in the Commission of the Professors of Adult Education and who are directors of additional programs not reported in the survey. A bibliography is provided, and 57 tables accompany the textual material.

5960 Law Enforcement

382 POLICE TRAINING AND PERFORMANCE STUDY. McManus, George P.; And Others. New York City Police Department, N. Y. September 1970. 247 p. EDRS (ED 056 204), MF $.65, HC $9.87. Also available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (J1.36:70-4, $2.25).

With the intent of developing plans for improving police training at all levels within the New York City Police Department, this project reviewed and evaluated the training and performance received at the municipal academy. Specific objectives of the project were to develop a model training program for staff at all levels, develop plans for recruiting more civilians to the faculty, and create a system for evaluating the effectiveness of training by measuring on-the-job performance as a function of training. Recommendations that emerged from this project are stated in the major categories of basic policy commitments, recruit training, organizational recommendations, and in-service training. Supplementary information pertinent to the study, including a bibliography and abstracts of consultants' reports, is appended.

383 THE CONTRASTING BEHAVIORAL STYLES OF POLICEMEN AND SOCIAL WORKERS. Trojanowicz, Robert C. In Public Personnel Review, Vol. 32, No. 4. October 1971. pp. 246-251.

The behavioral styles of 100 social workers and 100 police were studied. The social worker profile suggests that he has a preference for working independently, and utilizing groups for decision-making. He believes that people are motivated best by intrinsic motivation and knowledge of the results. He wishes to be considered understanding and charitable and prefers work that permits him to be helpful to others. He feels he can influence future events by his own action, and values himself by his contribution to social improvement. The policeman profile suggests a preference for working in a structured setting, and feels that change should be initiated in a conventional manner. The markedly different profiles of social workers and policemen suggest why they might have difficulty communicating with each other. Successful work with many offenders may require greater external controls than social workers believe desirable. Selective matching between professionals in the criminal justice system might allow the professionals to utilize their unique areas of expertise.

384 TEXAS LAW ENFORCEMENT INSERVICE TRAINING: A SURVEY AND MANUAL FOR IMPROVEMENT OF INSERVICE TRAINING. Benson, Howard O.; And Others. Sam Houston State University, Huntsville, Texas. Institute of Contemporary Corrections and the Behavioral Sciences. 1970. 120 p. EDRS (ED 051 406), MF $.65, HC $6.58.

This document is both a survey of inservice training practices for police officers in the State of Texas and a manual for use in the training and education of police officers. The survey indicates that continuous training for Texas peace officers is far from sufficient while the manual provides information on developing and improving inservice training programs. Specific chapters are: (1) Police Training in Texas, (2) Police Training and Education, (3) Planning Inservice Training, (4) Departmental Police Training, and (5) Conclusions and Recommendations. Supplemental data are appended.

6000 Religion

385 THE CONTINUING EDUCATION NEEDS OF CLERGYMEN IN MICHIGAN. Hagelberg, Milton J.. Michigan State University, Traverse City. Continuing Education Center. February 1971. 23 p. EDRS (ED 061 519), MF $.65, HC $3.29.

A questionnaire was mailed to 1,504 clergymen in Michigan to determine their continuing education needs, to ascertain which needs might be met by state-supported colleges and universities, and to have them identify major roles in their profession. Of these questionnaires, 791 usable ones were returned. In general, the 40-49 year age group was typical of the total group. Older clergymen seemed to be significantly more conservative and apparently had less social consciousness than the younger groups. This was true in their perception of clergy roles, their perceived continuing education needs, and in their attitudes toward public universities conducting educational programs for the clergy. It appeared that the clergymen felt that counseling was a major part of their work, and that they needed additional education in order to be effective. Their expressed need for continuing education in such areas as human behavior, marriage and family life, social problems, and communications was seen as further support for the conclusion that it is primarily in the area of helping people in relating to others that clergymen feel they require assistance. Nine tables present the collected data.

6130 Correctional Personnel -- Also Volunteers

386 VOLUNTEERS LOOK AT CORRECTIONS. Harris (Louis) and Associates, Inc. New York. Ford Foundation, New York. Joint Commission on Correctional

Manpower and Training, Washington, D.C. February 1969. 37 p. EDRS (ED 032 408), MF $.65, HC $3.29. Also available from Joint Commission on Correctional Manpower and Training, 1522 K St., N.W., Washington, D.C. 20005 ($1.00).

A randomly selected sample of 541 volunteers representing the various kinds of corrections agencies were interviewed to determine attitudes toward the correctional system. The major sections of the report represent the four substantive areas examined: (1) Who are the Volunteers? (2) Why Are They Volunteers, (3) Volunteer Work in the Correctional Agency, and (4) Attitudes Toward Volunteer Work in the Correctional Agency. Some highlights were: (1) Volunteers were younger and better educated than the general adult public, (2) About half of the volunteers were women, but Negroes were underrepresented, (3) Volunteers offered their services (in order of decreasing importance) because of a desire to help others, a recognition of need and a sense of obligation to serve, and anticipated personal benefits, (4) Volunteers emphasized the relationship of social conditions to crime and delinquency, (5) There was indication of overconfidence and insensitivity to the inherent problems of corrections situations, (6) There was evidence of passivity on the part of corrections agencies in terms of recruiting, screening, and training, (7) Field agencies and adult institutions have the highest volunteer participation, and (8) nine in ten volunteers rate cooperation between themselves and the professional staff as "usually good".

387 A BEHAVIORAL OBSERVATION INDEX DESIGNED TO EVALUATE TRAINING OF CORRECTIONAL OFFICERS IN A PRISON SETTING. Witherspoon, Arnold Delano. Masters Thesis, Auburn University. August 1971. 143 p. EDRS (ED 058 546), MF $.65, HC $6.58.

This study represents an effort to develop an observational instrument to assess a correctional officer's behavior, and to evaluate officer training programs. A list of 73 inmate behaviors to which the officer might respond was assembled. The most relevant, significant, and most often occurring inmate behaviors were selected. Six judges with orientations in psychology and corrections rated 4 basic officer responses (reinforced, ignored, terminated, punished) according to their effectiveness in modifying each of the 73 inmate behaviors. This procedure established which response of the officer was most desirable. Agreement between judges and mean ratings for each response were recorded in tables titled the Standardized Response Index. The observation instrument was then constructed and tested for reliability. Information recorded by the observer was: the interaction number, verbal contact (verbal content and tone), type of interaction, type person(s) and number of persons interacting, and officer's response. Information to determine observer reliability was collected by 2 pairs of observers. Overall, the reliabilities of the indices were moderate to high (+ .47 to + .97). Internal validity was supported by data collected for 15 officers which supported three important assumptions. External validity was not clearly determined.

See also: Section 5060 Correctional Education

6135 Volunteers

388 THE STATE OF THE ART OF VOLUNTEERING IN REHABILITATION FACILITIES. Griggs, Robert J.; And Others. Goodwill Industries of America, Inc., Washington, D.C. October 1971. 71 p. Available from Goodwill Industries, 9200 Wisconsin Avenue, Washington, D.C. 20014.

An attempt to determine the nature of scope of volunteer activity within the rehabilitation facilities of this country is described. The study involved the following "first-time" procedures: (1) compiling a comprehensive list of rehabilitation facilities in the United States; (2) designing a single questionnaire for distribution to an extremely diverse population of facilities; (3) designing a series of question for probing attitudes about volunteer participation; and (4) developing a scale to classify the organization development of volunteer programs. This report presents findings based on responses of Executive Directors/Administrators, Auxiliary Presidents, Volunteer Coordinators, and Individual Volunteers. Other discussions in the report concern Developmental Classification of Volunteer Programs, Potential for Future Research, Implications of the Study, and Research Questionnaire. The text is illustrated with 75 tables.

389 PROJECT HOMEBOUND. FINAL REPORT. Butte Vocational-Technical Center, Montana. 1971. 263 p. EDRS (ED 051 479), MF $.65, HC $9.87.

Project Homebound, a pilot demonstration program in the use of volunteers as a means of attacking adult illiteracy, proved operational in Butte, Montana. Home bound instructors were divided into six teaching teams, each comprised of a certified teacher who served as team leader and designed the materials used, two teacher's aides who recruited students and prepared and taught the materials, and five volunteers who conducted classes in private homes one night each week with the teacher as support. Daily two-hour inservice training was given to both aides and volunteers by team teachers and consultants. The 22 staff members hired attended a 30-hour workshop for both staff and volunteers which emphasized the psychology and teaching of adults and the types and use of instructional materials. Homebound classes began on October 5, 1970 with 81 students and ended on June 30, 1971 with 342 students. The project was structured into three phases. Phase I was the enrollment and individual home instruction of students in organized "kitchen classes." Phase II involved the grouping of students into classes at neighborhood centers. Phase III involved the initiation of an eventual take-over by volunteers. The project proved to be an effective vehicle for adult basic education home instruction.

6150 Technical Education

390 A LICENSING PROGRAM FOR OPERATORS OF TWO-WHEELED MOTOR VEHICLES. Locke, Lewis Alvin. Ed.D. Dissertation, Texas A and M University. 88 p. University Microfilms (Order No. 70-11556).

This study was conducted to develop and evaluate a licensing program for operators of two-wheeled motor vehicles. Materials specially developed for the study were: (1) a driver's handbook, (2) two forms of a written test, (3) an off-street driving test, and (4) a driving range. Once developed, these materials were the basis of the separate operator's license issued to motorcyclists in Texas. Following implementation, the program was evaluated by: (1) an advisory jury of experts, (2) statistical analysis of a sample of completed written tests, (3) interviews with motorcycle riders, and (4) interviews with driver licensing personnel throughout the state to determine the ease of administering the examination. Based upon analysis of the above data and revisions in the program, it was concluded that a licensing program for operators of two-wheeled vehicles could be developed.

391 A COMPREHENSIVE STUDY OF MUNICIPAL FIRE SERVICE TRAINING CONDUCTED IN NEW JERSEY. Jameison, Richard D. M.S. Thesis, Rutgers, The State University. October 1971. 62 p. EDRS (ED 057 195), MF $.65, HC $3.29.

Materials losses due to fires have continued to rise and have become a major social and economic problem in the United States. The effort to deal with fire is mostly organized and financed by local municipal governments. A comprehensive study of the fire service training in New Jersey was conducted in order to establish needs and prepare recommendations for the development of additional programs. The study was limited to all municipalities of over 3000 population, and data were collected by a 23 item questionnaire. The study revealed that very little systematic training was taking place at any level, and it was concluded that training must be strengthened. It was recommended that: (1) this initial attempt to study fire service training be considered a pilot study, (2) the questionnaire be revised and reformatted as a structured interview, and (3) a further study of the problems be conducted.

392 CRAFTSMAN OR TECHNICIANS? THE RECURRING PROBLEM OF "PLACEMENT" IN TECHNICAL COLLEGES. Van Der Eyken, W. Association of Colleges for Further and Higher Education, London, England. June 1971. 18 p. EDRS (ED 055 265), MF $.65, HC $3.29. Also available from Honorable Secretary, ACFHF, 70 Great Portland St., London, WIN 5AL, England (25 pence, ($.25)).

This document reports on a pilot study undertaken to solve the problems faced by technical colleges in accepting, and judging the abilities of, applicants recommended by industry. First-year college students, 685 boys total, were given a series of tests in verbal and non-verbal intelligence. Test results show a striking similarity between the craft and technician groups in these colleges. The main conclusion reached is that the present relationships between industry and further education do not permit making hard and fast distinctions between potential craft and technician students, at least in their first year of college. A bibliography of related reading materials is included.

393 VOCATIONAL AND TECHNICAL TRAINING (FORMATION PROFESSIONELLE ET TECHNIQUE), 1969-70. Statistics Canada, Ottawa. Student Information Section. December 1971. Available from Statistics Canada, Ottawa 3, Ontario, Canada (7003-505, $1.50 Canadian). 139 p.

This annual survey of vocational and technical training and education in Canada is divided into the following sections: (1) publicly sponsored postsecondary courses; (2) technical, vocational, and composite high schools; (3) publicly operated vocational schools; (4) publicly supported vocational training programs involving private business and industry; (5) apprenticeship; (6) training of vocational teachers; (7) training for the nursing profession. Also included are questionnaire forms and a table of full-time enrollment in vocational courses.

394 U.S. ARMY PRIMARY HELICOPTER SCHOOL TRAINING PROGRAM PERFORMANCE NORMS. Barnes, John A.; Statham, Flavous D. April 1970. 93 p. NTIS (AD-707 372).

This Helicopter Pilot Training Program of the Army differs from those of the other services in concept. It takes nonpilot servicemen and trains them to fly helicopters. The study provides normative performance data for a pilot trainee in an army light-observation helicopter as a first step toward establishing normative data for pilot performance in all army helicopters.

See also: Sections 6550 Unskilled, Disadvantaged; and 6675 New Careers, Paraprofessionals

6200 MANAGEMENT, SUPERVISION

395 AN EVALUATION OF SUPERVISORY TASK IMPORTANCE AND PERFORMANCE IN THE OHIO COOPERATIVE EXTENSION SERVICE. Leidheiser, Paul Conrad. Ohio State University, Columbus. Cooperative Extension Service. Abstract of Ph.D. Dissertation. 1970. 9 p. EDRS (ED 052 466), MF $.65, HC $3.29.

A total of 276 respondents, who were faculty members in the Ohio Cooperative Extension Service, completed questionnaires. These respondents were county extension agents in agriculture, home economics, and administration. The objectives of the study were to determine (1) the relative importance of certain identified tasks of supervisors and how well these tasks are being performed, and (2) how the various Ohio Cooperative Extension Service faculty groups perceive the importance and performance of the various tasks expected of the supervisors. Conclusions are: (1) The importance and performance of supervisory tasks were perceived quite differently by groups of the Extension Service faculty when grouped by: position of employment, tenure, age, level of educational accomplishment, and subject matter major of the most advanced degree attained; (2) Extension faculty consistently view the importance of supervisory tasks higher than the performance of these tasks.

396 THE ANALYSIS OF SELF-SELECTION TECHNIQUES WITHIN A MANAGEMENT TRAINING PROGRAM. Yaney, J. P. In Programmed Learning Educationl Technology, Vol. 8, No. 3. July 1971. pp. 196-201.

The research focus was on the process of self-selection and the degree of success obtained by the 37 professional and technical employees who participated in the study. The main hypotheses centered around the relationships of time allotted to self-development, the tempo of the learning, and success as measured by the number of completed lessons. An after-only design was used to minimize interference and the Spearman rank correlation coefficient was the statistical test. Results were significant beyond the 0.01 level. A preliminary conclusion is that self-selection is useful in allowing entry into such programs, but that organizational and individual support is required to maintain that behavior.

397 IMPACT OF TECHNOLOGICAL CHANGE ON EXECUTIVE AND PROFESSIONAL CAREERS IN MILITARY AND CIVILIAN ORGANIZATIONS. FINAL REPORT. Bowers, Raymond V. Arizona University, Tucson. Dept. of Sociology. November 1968. 20 p. NTIS (AD-684 634). Also EDRS (ED 057 283), MF $.65, HC $3.29.

The purpose was to continue the analysis of data obtained by mailed questionnaires from 3970 middle management executives and professionals in 12 military, industrial and governmental organizations. These represented a 66% return. Results support the thesis that the unusually rapid and diverse changes in middle management work since World War II (in material technology, ways of dealing with people, and organizational growth) have had an important effect on middle management careers (80% say "most," "very" or "of some" importance). Moreover, contrary to some opinion, this effect is looked on as a boon to career advancement rather than as a source of career retardation (73% to 9%). Furthermore, consistent with this attitude are several other results: respondents wished that they had had more rather than less change in their work during the previous decade (67% to 33%), thought that they had kept up with change satisfactorily so far (96%) and would be able to continue keeping up with it in the future (97%). Perhaps related to this confidence is their belief that they have coped successfully with the change by facing up to it rather than by trying to oppose or avoid it, and by depending primarily on their own resources rather than trying to cope through others or by organizational means.

398 MANAGEMENT EDUCATION IN THE 1970s: GROWTH AND ISSUES. Rose, Harold B.; And Others. 1970. 160 p. Available from Sales Section, British Information Services, 845 Third Avenue, New York, N. Y. 10022 ($3.60).

The probable demand for and supply of management education in the United Kingdom over the next six or seven years is investigated. According to the 1966 Sample Census of Population, there were almost 1/2 million "managers" in Great Britain, representing 6% of the population. There are approximately 12,000 places available for postgraduate and post-experience day-study in educational institutions and the permanent centers of companies and industrial organizations. The demand for courses has been growing most rapidly on the part of private industry. The 118 industrial companies replying to the survey reported an increase of 125% in the number of managers sent on internal courses between 1966 and 1968. The most serious direct obstacle to the expansion of capacity is the shortage of suitable staff. Postgraduate courses need to be given to the effectiveness of different types of post-experience education in subsequent managerial performance. Four appendices are attached.

399 INDIVIDUAL AND GROUP INTERACTION IN A MANAGEMENT COURSE. Jones, C. In Programmed Learning and Educational Technology, Vol. 7, No. 3. July 1970. pp. 228-239.

Forty-eight apprentices, following a commercial training and all employed by the same company, completed a program of 502 frames, entitled "Effective Executive Practices." A test of 46 items was used as pre-test, post-test and retention test. Apprentices worked in groups of three and group answers were recorded. Note was made, however, of the number of times each group member refused to agree with the majority decision, the number of times he had to be persuaded to accept the majority decision, and the number of times he agreed with the other two. These three measures were then correlated with intelligence, a personality test of neuroticism/extroversion type, and with the length of time each group tool to complete the program. It was concluded that time taken is negatively correlated with the number of times the individual is persuaged to agree and that the extrovert is more likely to remain adamant in group discussion.

400 PROJECTS IN THE PORTS. Pocock, P. In Personnel Management, Vol. 3, No. 3. March 1971. pp. 35, 37.

The use of project work in British management education was investigated, with emphasis on the evaluation of a middle management project in a course conducted for the ports industry. Through interviews and a questionnaire, a survey was done covering course members, their managers and training and personnel officers, and two course directors. Some major findings were: (1) nearly all managers were aware of the problem covered in their project before they even entered the course; (2) despite the importance of projects having some financial payoff, two-thirds of project participants could not see the financial implications of their proposals or could not attempt to calculate them; (3) many managers of course members felt that departmental work did not allow enough time to complete projects properly; (4) project work was generally regarded as valuable by all groups questioned. To some extent, the evaluation seemed to have less bearing on the use of project work than on managerial attitudes and styles in the ports.

401 A SURVEY OF THE EFFECTIVENESS OF MANAGEMENT DEVELOPMENT PROGRAMS. Spautz, Michael E. U.S. Civil Service Commission, Washington, D.C. Bureau of Training. May 1971. 68 p. EDRS (ED 064 599), MF $.65, HC $3.29.

This paper summarizes the results of a survey of recent unpublished research studies, conducted in private industry and business, on the effectiveness of a variaty of programs designed to develop management abilities. The purpose of the survey was to obtain information about private industry training evaluation practices which might be used or adapted for use by Federal agencies. Out of a total survey sample of 244, 17 studies were located that were substantial enough to be included in the report. The summaries are organized into two major categories defined in terms of the type of criteria against which the programs are evaluated: (1) external criteria; and (2) internal criteria. In addition, the criteria used in a particular study are classified into four levels of sophistication: (1) participants' reactions; (2) learning; (3) behavior change; and (4) results. Some general conclusions, recommendations, and the questionnaire used in the study are also presented.

402 THE SUPERVISOR AND TECHNOLOGICAL CHANGE--A STUDY OF THE CHANGING ROLE OF THE SUPERVISOR IN THE PORT TRANSPORT INDUSTRY. Wilkinson, B. 1970. 18 p. EDRS (ED 051 448), MF $.65, HC $3.29. Also available from The National Ports Council, 17, North Audley St., London, W1Y 1WE, England.

This study was concerned with the F. Olsen Ltd. Berths at Mill Dock in the Port of London. Major problems were: (1) supervisors were not willing to change their methods of work; (2) they would not accept managerial status and responsibility; and (3) intergroup rivalry between supervisors at the two berths was having a bad effect on productivity. The first task for the trainer and researcher was to produce quantifiable evidence of the present activities of the supervisors. Management meetings were held to identify and solve problems. The intention of the project had been to develop a management team at Olsens that would be self-regulating; evidence from the study suggests that this objective was at least partly achieved.

403 COMBAT JOB REQUIREMENTS FOR PRINCIPAL STAFF PERSONNEL: DIVISION, BRIGADE, AND BATTALION. Baker, Robert A. Human Resources Research Organization, Alexandria, Va. December 1970. 140 p. EDRS (ED 050 315), MF $.65, HC $6.58.

The formulation of combat job requirements for general and unit staff Army personnel at division, brigade, and batallion levels was undertaken. Training literature pertaining to the duties and responsibilities of command and staff personnel was examined. On the basis of the information obtained from this study, staff job questionnaires were prepared and administered. Provisional task inventories were prepared for the command and staff positions at general and unit levels. The results of this undertaking were lists of job requirements that form a realistic statement of combat duties and responsibilities for each staff position.

404 THE NATURE AND CHARACTERISTICS OF MIDDLE MANAGEMENT IN RETAIL DEPARTMENT STORES. Samson, Harland E. Wisconsin University, Madison. School of Education. 1969. 190 p. EDRS (ED 051 394), MF $.65, HC $6.58.

Developed out of a concern for the role post-secondary education should play in middle management development, this report presents an exploratory study of those factors influencing the nature and characteristics of middle management in the retail department store. The research involved personal interviews with retail department store executives and middle managers in the East North Central Region of the United States and sought answers to questions such as "What kind of education?" and "What findings of this research provide new insights and important clues concerning the characteristics, educational needs, duties, and projected needs for retail middle managers. The six chapters of this report include information on (1) the dynamics of retailing, (2) the functions performed by retail firms, (3) the functions of middle management, (4) the description of middle managers. (5) ideal source of training, and (6) middle management needs. The report includes 67 tables and a comprehensive appendix of supporting data.

405 SELECTED LEADERSHIP DIMENSIONS OF MANAGEMENT PERSONNEL IN VOCATIONAL EDUCATION, GENERAL EDUCATION, INDUSTRY, AND THE MILITARY. Moulette, J.B. June 1970. 252 p. University Microfilms.

As the roles and responsibilities of vocational education have increased and expanded it has become necessary to identify, select, education and train leaders. Recognizing this need for leadership development, this study assessed the behavior and the leadership dimensions of management in four occupational settings as reported by inservice management personnel in an opinion survey. Data were collected by using a revised

Leader Behavior Description Questionnaire which consisted of 45 communications, human relations, and style and technique items whose tetrachoric correlation coefficients were relatively high between each item and the total dimension score. On the basis of 120 responses the hypothesis that there is no significant difference in total scores among leaders in the four occupations was accepted while the hypothesis that there is no significant difference in total scores among the three levels of leaders was rejected. As a conclusion it was stated that the four occupations are in agreement in their perceptions regarding the dimensions of communications, human relations, and style and technique. (This Ed.D. dissertation was submitted to Rutgers University.)

406 INFLUENCE OF STRUCTURE AT ORGANIZATIONAL AND GROUP LEVELS. Pheysey, Diana C.; And Others. In Administrative Science Quarterly, Vol. 16, No. 1. March 1971. pp. 61-73.

This study explored the relationships between organizational structure and organizational climate on two levels -- the whole organization and the groups within it.

407 RELATION OF LEADER CONSIDERATION AND INITIATING STRUCTURE TO R AND D SUBORDINATES' SATISFACTION. House, Robert J.; And Others. In Administrative Science Quarterly, Vol. 16, No. 1. March 1971. pp. 19-30.

Correlations of job satisfaction with selected managerial behavior.

6300 LABOUR EDUCATION

408 TRADE UNION SPONSORED OCCUPATIONAL TRAINING IN THE U.S. MARITIME INDUSTRY: THE UPGRADING AND RETRAINING PROGRAM OF THE NATIONAL MARITIME UNION. FINAL REPORT. Sprintzer, Allan D. State University of New York, Ithaca. School of Industrial and Labor Relations at Cornell University. June 1971. 355 p. NTIS (PB-201 126).

From 1946 to the early 1960's, American seafaring unions were generally opposed to the operation of formal maritime industry training programs. This view was influenced by a chronic postwar oversupply of seamen and a secular decline in the Union's members. After 1960, trade union interests in skill training increased in response to technological changes and the emergence of selected labor shortages. This study examines objectives, structures, functions, and results of the National Maritime Union's upgrading and retraining program during its first 19 months of operation, from May 1966 through December 1967. A detailed analysis of an 11.5% sample of the 1,805 men accepted for training in the selected courses during this period showed that of the percent enrolled as scedules, about 85% of the enrollees completed training, and

83% of the completers utilized their new skills at sea. This study evaluates these results and attempts to analyze their determinants.

6500 OCCUPATIONAL EDUCATION -- INDUSTRIAL TRAINING

409 UPGRADING THE WORKFORCE: PROBLEMS AND POSSIBILITIES. Shelly (E.F.) and Co., New York, N. Y. January 1971. 146 p. EDRS (ED 052 347), MF $.65, HC $6.58.

This report describes the early experiences of selected upgrading programs currently underway in American industry. The research focuses on the practical perspectives of these efforts, especially the constraints encountered in program design and implementation, and the various techniques and responses which may overcome these constraints. The findings of this report are rooted in large measure in judgments of program staff, management officials, union leaders who have dealt closely with special projects, and the interpretations of the authors who have studied the upgrading issue for the past 2 years. This report is intended to fertilize the thinking of decision-makers about the problems and possibilities in providing greater opportunities for non-supervisory workers. Primary findings include: (1) Management will mount special training efforts when a specific need is identified, (2) Litigation by government agencies has often forced companies to develop special upgrading efforts for racial minorities, (3) Management is just beginning to relate production difficulties to personnel problems, (4) Workers are not articulating demands for more upgrading opportunities, and (5) Workers are reluctant to participate in upgrading programs involving substantial expenditures of their time and money.

410 AFTER TRAINING. A FOLLOWUP REPORT ON MDTA-COURSE GRADUATES. Solomon, Herman S. New York State Dept. of Labor, Albany. Div. of Employment. October 1969. 21 p. EDRS (ED 057 175), MF $.65, HC $3.29.

A survey of 825 Manpower Development and Training Act (MDTA) graduates was made to evaluate MDTA programs. A total of 569 responded, representing 69% of the sample. The responses indicated that 80% of the graduates were employed and over two-thirds held training-related jobs. Sixty percent were between 22 and 45 years of age. A higher proportion of males than females remained in the labor force after training. The unemployment rate was highest (12%) for the 45 and older age group. Earnings of MDTA graduates exceeded pre-training earnings by 50 cents an hour in 69% of the cases. The median earnings for male graduates was $2.67 per hour and for females $2.12 per hour.

411 POST-SCHOOL VOCATIONAL TRAINING AND OCCUPATIONAL MOBILITY. Chapter 4 in ETUDE SUR L'EMPLOI COMME FACTEUR DE LA MOBILITY GEOGRAPHIQUE, LA

FORMATION PROFESSIONELLE POST-SCOLAIRE, LE MARCH DU TRAVAIL ET LES ZONES D'EMPLOI (EMPLOYMENT AS A FACTOR IN GEOGRAPHICAL MOBILITY, POST-SCHOOL VOCATIONAL TRAINING, THE EMPLOYMENT MARKET AND AREAS OF EMPLOYMENT.) Chevallier, M. Groupe de sociologie urbaine, Lyon, France. 1970. 277 p.

At the request of the Ministry of Labour, Employment and Population, the Lyon Urban Sociology Group carried out four surveys of geographical and occupational mobility, inconnection with national, regional, and town planning, two in the Lyon-St. Etienne region and two in Pardy. Chapter 4 covers the Picardy survey. Data were gathered by a questionnaire survey of a classified sample (supervisory staff and manual workers) of migrants drawn at random from the electoral roll in 80 communities and by a two-stage survey (6-month interval) of 5,000 households. It was found that the better educated tended to migrate because they could not get jobs locally corresponding to their qualification and their training gave them employment opportunities in occupations subject to geographical mobility. Post-school training was least common among semi-skilled workers, more frequent among the middle-level staff and skilled workers. On-the-job training was more typically the background of skilled and semi-skilled workers.and employees not engaged in production work. Eight percent of the training taken after leaving school had been for less than two months, 22% for less than six months; full-time inservice training lasted two months on average; evening courses and correspondence courses often lasted more than six months; systematic on-the-job training was usually very short. Training led to a certificate in 42% of the cases, the greatest likelihood of obtaining a certificate was for middle-level staff and the lowest for skilled workers. Training led to advancement for 33% of middle level staff and 25% of senior staff.

412 THE WORKER THREE MONTHS AFTER HIGH INTENSITY TRAINING. Nadeau, Richard P. Skill Upgrading, Inc., Baltimore, Md. December 1969. 147 p. NTIS (PB-201 158).

A study of the long-range effects of high-intensity training (HIT) was conducted in 13 different programs in eight companies in Baltimore. A total of 99 HIT trainees were interviewed three months after completing the training. After three months the trainees were examined for higher salaries and higher skill levels. HIT appeared to have a positive effect on trainees' lives away from work. Supervisors' opinions were obtained on trainee attendance, lateness, morale, and quality and quantity of work produced. Workers' attitudes toward their supervisors were noted.

413 PROBLEMATIQUE DE LA CONTRADICTION SURVENUE ENTRE FORMATION PROFESSIONELLE ET EMPLOI EN TUNISIE (ON THE CONTRACITIONS BETWEEN VOCATIONAL TRAINING AND EMPLOYMENT OPPORTUNITIES IN TUNISIA). Zamiti, K. In *Revue tunisienne de sciences sociales*, No. 25. May 1971. pp. 9-53.

A 1968 survey of problems at various levels in the Tunisian vocational training system focused on training provisions in the metal industry and the mechanical and electrical engineering industries. Quantitative needs of the economy were found to be more than amply covered, with most surplus trainees finding office and sales work. In the present industrial structure, employers were not keen on organized vocational training, and preferred to train their own staff. They were unwilling to pay higher salaries for qualified graduates, many of whom might prove superfluous. Other reasons were: (1) actual production equipment is much less modern than training equipment; (2) young graduates from training institutions tend to change jobs more often; (3) young people often do not really have the skills warranting their claims and pay expectations. Moreover, plants that did have modern equipment were essentially pilot operations, and could not absorb the trainee output. Training directors have criticized the negative attitude of employers, maintaining that vocational training is basic to industrialization itself and that there is a humanitarian aspect to accepting some responsibility for the unemployed.

414 RELEVE DE LA FORMATION PROFESSIONELLE ET TECHNIQUE 1968-69 (SURVEY OF VOCATIONAL EDUCATION AND TRAINING 1968-1969). Dominion Bureau of Statistics, Ottawa, Ontario. May 1971. 141 p. EDRS (ED 050 330), MF $.65, HC $6.58. Available also from Dominion Bureau of Statistics, Education Division, Student Information Section, Ottawa, Canada (Catalogue No. 81-209, $1.50).

Vocational education and training in Canada carried out in both the public and private sectors are discussed. Topics covered include: (1) publicly sponsored post-secondary courses, (2) technical, vocational and composite high schools, (3) publicly operated vocational schools, (4) publicly supported vocational training programs involving private business and industry, (5) apprenticeship, (6) training of vocational teachers, (7) private vocational schools, and (8) training for the nursing profession. Attendance figures at these courses and other statistical data are shown.

415 AN ANALYSIS OF IOWA'S JOB TRAINING PRIORITIES BASED ON MANPOWER PROJECTIONS FOR 1975. Palomba, Catherine A. 1970. 171 p. NTIS (PB-192 276).

The question of training priorities is of importance to all who have the responsibility of planning education and training programs. The purpose of this study was to develop projections of occupational manpower requirements for Iowa for 1975. Using 1960 Iowa census data as a starting point a matrix of 165 occupations and 64 industries was developed. Regression estimates were then used to obtain projections of employment requirements to 1975. Projections of occupational requirements in total and by industry were obtained.

416 * * *

417 DIE INDIVIDUALE FOERDERUNG DER BERUFSFORTBILDUNG DURCH DEN STAAT. (THE STATE'S ROLE IN PROMOTING FUTHER TRAINING FOR THE INDIVIDUAL.) Institute fuer Berufserziehung im Handwerk an der Universitaet zu Koeln, Cologne, West Germany, 1970: Berufserziehung im Handwerk, Heft 28, 184 p. Kiepe, H. (author)

A study was made of government action to encourage further training in the artisan trades. It was mainly based on interviews with public authorities, unpublished statistics and results of inquiries addressed to the German Association of Chambers of Artisan Trades, a survey (1967-68) of the social situation, education, education and ambitions of participants in further training, a questionnaire to all artisan trades chambers concerning the distribution of course participants according to type of education and training (1969 -- 95% response), and an inquiry carried out by the author. It was found that the measures for providing individual assistance for further training with a view to promotion do not seem to have led to much increase in the number of participants for the master-craftsman level. The impact on other types of course was not significant. In 1966 requests for assistance came mainly from persons 23-36 years old; from 1963 to 1967 the proportion of married men increased considerably. Few trainees were receiving financial assistance for courses with a view to adaptation to technical change. Course organizers tend to combine several courses whose length might otherwise discourage participation. The staff have generally not had training for teaching adults. To improve the system, more account should be taken of the results of research, vocational guidance should be provided; training by radio and television should be encouraged; further training for teaching staff should be encouraged.

418 THE EFFECTIVENESS OF VOCATIONAL AND TECHNICAL PROGRAMS: A NATIONAL FOLLOW-UP SURVEY. FINAL REPORT. Somers, Gerald G.; And Others. Wisconsin University, Madison. Center for Studies in Vocational and Technical Education. 1971. 282 p. EDRS (ED 055 190), MF $.65, HC $9.87.

This report presents a nationwide followup analysis of the educational experience and economic and social benefits of graduates in vocational education at the secondary, postsecondary, and junior college levels. Tentative cost-benefit comparisons are included, as well as comparative data on dropouts from vocational programs and academic high school graduates. The school level and sex of the graduates were found to be the most significant variables in explaining employment and earnings during the 3 years following graduation. The payoff from junior college-level vocational education proved to be the largest, because of the resulting labor market advantage. The report recommends an increased emphasis on general training at all school levels.

6510 Skills

419 STUDY OF TRAINING DEVICE NEEDS FOR MEETING BASIC OFFICER TACTICS TRAINING REQUIREMENTS. VOLUME I OF II. FINAL REPORT. Hammell, Thomas J.; And Others. General Dynamics Corp., Groton, Conn. March 1971 (Feb. 1969 - March 1971). 98 p. EDRS (ED 051 652), MF $.65, HC $3.29.

A study was conducted to determine the appropriate training objectives for fire control personnel aboard nuclear submarines, to identify specific requirements for training materials to accomplish these objectives, and to provide functional descriptions of recommended training devices. A task analysis was conducted to determine the skill and knowledge requirements for each member of a fire control party. A set of training objectives was drawn up based on these requirements and on trainee input and output characteristics. Existing training facilities were assessed in the light of the proposed training objectives. On the basis of this assessment it was suggested that existing training devices should include more degraded data and simulated system malfunctions in order to more accurately mirror real-life situations. In addition, a periscope visual-task trainer and a generalized individual trainer were proposed to fill training needs not met by existing devices.

6550 Unskilled, Low Aptitude, Disadvantaged

420 EDUCATING THE EMPLOYED DISADVANTAGED FOR UPGRADING. A REPORT ON REMEDIAL EDUCATION PROGRAMS IN THE PAPER INDUSTRY. Rowan, Richard L.; Northrup Herbert R. Pennsylvania University, Philadelphia. Wharton School of Finance and Commerce. Industrial Research Reports; Miscellaneous Series. 1972. 183 p. EDRS (ED 062 619), MF $.65, HC $6.58.

A study to determine the impact of adult basic education programs on the upward mobility of disadvantaged workers is presented. The paper industry was chosen for case analysis because of the nature of the upgrading problems, the vast adjustments required by the Civil Rights Act of 1964, and the fact that these ABE programs have been operational for several years. The programs studied were utilized by companies in an attempt to increase the potential for promotion of Negroes who were originally employed for unskilled jobs and consigned to permanent occupation of those jobs. The objective was to improve the educational qualifications of such employees so that they could handle jobs on progression lines or in maintenance. Results were: (1) The ABE programs promised more than they could deliver; and (2) The relation of training to promotion was neither brought out carefully beforehand nor demonstrated after the programs were in effect. The following points were also out: (1) Relatively few Negro disadvantaged workers completed the courses; (2) Those who completed the courses showed little improvement in arithmetic and virtually none in reading; (3) There was no relationship between the taking of courses, improvement in test scores, and job advancement; (4) The packaged courses disregarded the cultural characteristics of the trainees; (5) Programmed teaching methods were largely unsuccessful; and (6) The particular conditions and incentives were not such as to produce successful literacy training.

See also: Sections 4750 Disadvantaged Groups; and 5230 Adult Basic Education

6575 New Careers, Aides, Paraprofessionals

421 A TWO YEAR EXPERIENCE WITH NEW CAREERS: SUMMARY, RECOMMENDATION, AND FOLLOW-UP STUDY. Wattenberg, Esther; Thompson, Margaret A. Minnesota University, Minneapolis. Center for Urban and Regional Affairs. n.d. 32 p. EDRS (ED 053 296), MF $.65, HC $3.29. Also available from Office of Career Development, Room 207, Riverside Church, 2000 S. 5th St., Minneapolis, Minnesota 55404

The issues and outcomes uncovered in the Minneapolis New Careers project had three stated goals: (1) to help low-income people enter the job market in the human service occupations, (2) to allow the low income aide to help the middle class professional relate to a variety of minority groups, and (3) to create new careers of socially useful jobs at entry-level with allowances for advancement within or between agencies. After 2 years the followup study findings show the following results: (1) About half the participants whose financial situation permits it are continuing the education they began, (2) Over a third of the enrollees were still employed at their original New Career agencies, (3) Where permanent career ladders are an important goal, it can best be realized by placing enrollees in large agencies with complex tasks, and (4) New Careerists who remained in the program a full 2 years enjoyed higher wages, more built-in job advancement possibilities, and more permanent positions.

422 BRIDGES AND LADDERS: A DESCRIPTIVE STUDY IN NEW CAREERS. REHABILITATION OCCUPATIONS FOR THE DISADVANTAGED AND ADVANTAGED. Berman. Gerald S.; And Others. Case Western Reserve University, Cleveland, Ohio. Dept. of Sociology. November 1971. 60 p. EDRS (ED 058 522), MF $.65, HC $3.29.

Three issues related to New Careers have been explored among a group of college students who are in the main children of lower white collar and blue collar parents, including some with poverty or ghetto backgrounds. The New Careers program has two major components: helping the poor through meaningful employment and opportunity for career ladder advancement in the human services, and helping professionals in social agencies through making available a supply of subprofessional indigenous workers, capable of bridging the gap between staff and clients by cross-interpreting agency and community. The three issues are: (1) Are the poor or those with restricted occupational choices responding to New Careers opportunities? (2) What is the effect of high mobility aspirations on New Careers' interest; is the career-ladder idea sufficient to hold those from lower-class backgrounds? and (3) Is the bridging function congenial to New Careerists, and how does it jibe with the idea of job advancement? Tentative and partial findings show: (1) New Careerists are predominantly Black and female, from the lowest socioeconomic levels; (2) Their mobility aspirations are relatively high; and (3) The conditions for achieving success in the bridging role and less than favorable. Notes, references, and a brief appendix describing the family socialization for competence scale are provided.

423 SELECTED REFERENCES ON PARAPROFESSIONALISM AND REHABILITATION COUNSELING. REHABILITATION OCCUPATIONS FOR THE DISADVANTAGED AND ADVANTAGED: A PROGRAM OF RESEARCH ON OCCUPATIONS AND PROFESSIONS IN THE FIELD OF REHABILITATION. Sussman, Marvin B.; And Others. Case Western Reserve University, Cleveland, Ohio. Dept. of Sociology. May 1971. 53 p. EDRS (ED 056 268), MF $3.29.

A study is currently being conducted on rehabilitation occupations for the disadvantaged and advantaged. As defined by the study, the "disadvantaged" are those who have had an irregular work history; they tend to be the poor, or minority group members who have not had the education necessary to qualify for any but dead-end jobs. The "advantaged" are older workers who already have extensive job histories, but who are looking for a second, more satisfying career. Both could be candidates for paraprofessional work in rehabilitation, or for training in a profesional rehabilitation career. As part of this study, a literature search was conducted to find books, articles, pamphlets and publications centered around paraprofessional and professional roles. Because not all material in this field could be included, references were selected on the basis of their relevance to the utilization of the paraprofessional. The paper is divided into five areas: Professional Characteristics, Professional/Paraprofessional roles and Relationships, Paraprofessional Career Ladders and Training, Client versus Organization Identification, and Community Issues. When no author is given, the reference is listed alphabetically by title. The bibliography contains a total of 118 references. An author index is provided.

424 PARAPROFESSIONALS AND THEIR PERFORMANCE; A SURVEY OF EDUCATION, HEALTH, AND SOCIAL SERVICE PROGRAMS. Gartner, Alan. 1971. 152 p. Available from Praeger Publishers, 111 Fourth Avenue, New York, N. Y. 10003.

This book is primarily concerned with the quality of professional human services. To this topic are addressed two basic questions. First, what does the paraprofessional do? And second, to what effect does this quality relate to the consumer of these services? The book includes seven chapters, in which the following fields are considered: education, mental health, social work, health, and police and corrections. The multiplicity of evidence derived from the studies conducted leads to the conclusion that paraprofessionals play an important role as service agents and contribute positively to the well being of consumers in highly significant and often unique ways.

425 THE ROLE OF THE EXTENSION YOUTH PROGRAM AIDE IN WASHINGTON STATE. A GRADUATE STUDY SUMMARY. Wang, Elaine I-Ling. Washington State University, Pullman Cooperative Extension Service. June 1971. 8 p. EDRS (ED 064 558), MF $.65, HC $3.29.

This study defines the role of the extension youth program aide in the food and nutrition education program as perceived by himself (herself), other paraprofessionals, and professional staff members of the Washington State Cooperative Extension Service. Data were collected from six groups through the use of a mail questionnaire. The six groups were: extension program aides, other program aides, extension assistants (youth phase), other extension assistants, county extension agents, and human resources staff. The respondents were asked to rate the importance of 17 selected functions as to how they felt they should be performed and how the functions were now being performed. The major distinction between the youth phase and the ongoing expanded food and nutrition education program is the inclusion of volunteer leaders. Conclusions as a result of this study are: (1) The relatively low rating given the functions (teaching volunteer leaders how to work with young people, training and recruiting volunteer leaders) has implications for a need for improved communication and an extensive training program; (2) The paraprofessionals were fairly well agreed that they were placing emphasis on the functions which should be emphasized. The professionals agreed but to a lesser extent; (3) Although experience seemed to be related to rank order to a lesser degree than age and education, those with longer tenure rated those functions pertaining to volunteer leaders higher than those with less tenure; and (4) Level of education seemed to be less of a factor in ranking the selected functions of the extension youth program aide by professionals than experience or age.

426 INFORMAL HELPING RELATIONSHIPS AMONG ADULTS: A STUDY OF THE REASONS FOR CHOOSING A HELPER, AND OF THE WAYS IN WHICH HE HELPS. Macdonald, Mairi St. John. Ed.D. thesis. Toronto University, Toronto, Ontario. 1968. 179 p. University Microfilms.

An exploratory study examined the informal helping relationship between adults seeking assistance with problems and the persons they chose as helpers. Fifteen men and 15 women were interviewed with an open-ended questionnaire listing 50 possible reasons for selecting a helper and 35 ways in which a helper might assist with problems. Careers, marital difficulties, alcoholism, bereavement, moving, family conflicts, and feelings of inadequacy were among the problem areas. Helpers were selected who were older, married, friends or relatives, of the same sex or nationality, and of similar educational level and religion. Men tended to choose helpers who were seen as warm, friendly, and sincerely interested in them, while women chose helpers who took them seriously, listened, and kept confidences. Natural helpers appeared to share similarities to professionally trained persons described in counseling literature. In general, respondents particularly valued the way in which their own self-worth and self-confidence were enhanced by helpers; advice and information were relatively minor considerations.

427 DEVELOP NEW CAREERS LADDERS, WITH APPROPRIATE EDUCATION COMPONENTS, IN THE ADMINISTRATION OF JUSTICE. TECHNICAL REPORT. Grant, J. Douglas; And Others. New Careers Development Organization, Oakland, Calif. September 1969. 115 p. EDRS (ED 035 754), MF $.65, HC $6.58.

This is a report of the first of three phases of a project to develop an education component for new careers within the Administration of Justice field. During this phase, four agencies agreed to participate: the Los Angeles County Probation Department, the Alameda County Probation Department, and the California State Departments of Corrections and Yough Authority. The primary accomplishment was the establishment of career ladder within the participating agencies with breakdowns by specific tasks of required knowledge and skills. There was an assessment of the climate of each agency for developing the necessary innovations, and program trends for the future were analyzed. Methodology included the use of a study group for each agency composed of three agency professionals, three preprofessionals (new careerists), and three clients of the system.

428 AN EXAMINATION OF COLLEGE PROGRAMS FOR PARAPROFESSIONALS. Gartner, Alan; Johnson, Harriet. New York University, N. Y. New Careers Development Center. October 1970. 42 p. EDRS (ED 050 414), MF $.65, HC $3.29.

This study focuses upon programs designed for full-time paraprofessional employees in human service agencies given time off with pay to attend school. The programs discussed are those whose curricula are designed to connect with and supplement the participants' work and which also grant degrees. Questionnaire returns from 162 such programs comprised the data. Findings reveal that: (1) paraprofessionals perform with considerable academic success; (2) colleges are making many changes to accommodate the new students; (3) most of the programs are in the field of education and of recent origin; and (4) while programs for paraprofessionals exist at colleges all over the country, there is a clustering of such programs on the two coasts. The programs are viewed as part of the more general trend of opening up the nation's colleges in terms of students who are admitted, courses of study offered, and connection with the non-academic and non-college campus world.

429 DEVELOPMENT OF EDUCATIONAL PROGRAMS FOR NEW CAREERS IN RECREATION SERVICES FOR THE DISABLED. FINAL REPORT. Berryman, Doris L. New York University, N. Y. School of Education. March 1971. 140 p. EDRS (ED 049 387), MF $.65, HC $6.58.

Paraprofessional recreation personnel in hospitals, extended care centers, homes for the aged, and recreation departments were surveyed to define their roles and functions. Visits to 28 job analysis sites helped to identify a total of 79 job tasks and functions. A working model for a career lattice in recreation, and suggested content for a training program were some of the results of a 2-day conference of recreation educators, consultants, experienced practitioners, and recreation assistants. In the resulting training program, two groups of trainees were used to test a field teaching approach which was evaluated by pre- and post-testing. The results indicated that the training program was effective, and that many participants were stimulated to consider careers in recreation. One recommendation was that the training program should be revised and refined.

6700 Agriculture, Home Economics

430 FARM FAMILIES UNDER STRESS: REACTIONS TO SOCIAL CHANGE IN ST. LAWRENCE COUNTY, NEW YORK, 1949-1962. Reeder, William W.; Le Ray, Nelson L. June 1970. 44 p. Available from the New York State College of Agriculture, Cornell University, Ithaca, N. Y. 14850.

This study examined responses to change in a declining agricultural area during the period 1949-1962, with emphasis on types of adjustment (occupational, residential, etc.) to economic stress. A theoretical explanation of the decision-making involved was also set forth. Some major findings were: (1) farm families had made many adjustments, chiefly occupational; (2) the dominant trend toward decreased dependence on farming tended to occur in two phases--adding a second occupation, and lateer shifting to the nonfarm occupation; (3) dollar incomes from farming held fairly constant during 1949-62, meaning that real farm incomes decreased because of inflation; (4) very few household heads attempted to adjust by moving their families to areas of greater opportunity outside St. Lawrence County; (5) the decision to make an occupational change was based on the cumulative impact of a powerful cluster of factors, including goals, force of circumstance, encouragement from others, opportunity, ability, value standards, and expectations. General recommendations for part-time farmer programs were outlined, and implications of the study were noted for the planning of social change. Selected bibliography.

431 THE RELATIONSHIP BETWEEN CHARACTERISTICS OF THE FARM AND THE OPERATOR'S RESPONSE TO NEBRASKA COOPERATIVE EXTENSION SERVICE. Ward, Callie James, Ph.D. University of Nebraska. 1970. 158 p. University Microfilms (Order No. 70-17,767).

Selected farm operators in northeast Nebraska were interviewed to find whether certain characteristics of farms and farmers were related to participation in Cooperative Extension Service (CES) activities, evaluative responses to CES, or the kinds of CES programs farmers considered most valuable to themselves and their families. Farms were classified by type (including general), level of specialization, and size of enterprise. Respondents were classified by age, education, and two levels of acceptance of civic responsibility. Contacts with CES through mass media, educational meetings, individuals, and organizational affiliations were combined into an index by which farmers were classified into three levels of CES participation. Each respondent was asked to divide one dollar in change among seven subject-matter areas and again among three program functions to represent the perceived importance of each. Evaluative responses to CES, levels of acquaintance with the county agent, and membership on civic committees and boards, were the variables most associated with CES participation. Educational level, size of farm enterprise, and farm proximity to the county Extension office were associated with participation; type of farm and level of specialization were not. Program preferences were somewhat related to educational level and size of farm enterprise.

432 A STUDY OF THE READING HABITS OF THE MEMBERS OF THE N.C. AGRICULTURAL EXTENSION SERVICE. Hubbard, Robert C., Jr.; And Others. January 1969. 17 p. EDRS (ED 052 443), MF $.65, HC $3.29.

The Cooperative Extension Service is a bureaucracy with formal lines of communications flowing from the state director through district extension agents to area and county staffs. In view of the importance of professional reading material to the district agent, it is important to know the kinds of materials he needs and to what extent present periodicals are meeting this need. The study specifically sought answers to the following questions: (1) number and type of publications read, (2) time spent reading professional materials, (3) reasons for reading, (4) the extent to which each publication is read, (5) the purpose for reading a particular publication, (6) the use made of the material contained in a particular publication, and (7) a comparison of a particular publication to other selected publications. Information was obtained in personal interviews of 17 supervisors using a preprinted interview schedule. The results indicate that the typical supervisor receives approximately seven professional and four popular publications each month and that he spends approximately nine hours per week reading beyond the daily newspaper and reads principally for professional improvement.

433 VIEWS OF FARM INFORMATION SOURCES HELD BY FARM OPERATORS IN TWO MISSOURI FARM COMMUNITIES, OZARK AND PRAIRIE. Lionberger, Herbert F.; Francis, Joe D. Missouri University, Columbia. Agricultural Experiment Station. January 1969. 75 p. EDRS (ED 052 444), MF $.65, HC $3.29.

How farmers evaluate farm information souces, the views they hold of sources, and the relationship of views held to the use made of them were studied. The research was undertaken from two different vantage points: (1) determining how farmers view farm information sources, and

(2) determining how views of farmers about sources are related to the variables considered in the study. The semantic differential was used to assess views in both phases. In Phase I, three steps were taken to secure a diversity of farmer opinion: (1) As many item scales were sought as would be reasonably expected to relate to views held about farm information souces; (2) A wide diversity of farmers was chosen to give their reactions to such sources in terms of the scales selected; and (3) The farmers were asked to express their views about a representative range of sources from which they ordinarily obtain farm information. In Phase II, the general procedure was to have samples of farmers rate five of the eight designated information sources in terms of the 14 selected item scales. Some general conclusions reached are: (1) Farmers have characteristic ways of viewing farm information sources; (2) Utility practicality, affectivity, and accessibility views can be distinguished; (3) The farmers studied differenciated between classes of sources in terms of these qualities.

434 MANAGEMENT PRACTICES OF COTTON PRODUCERS IN LAUDERDALE COUNTY, TENNESSEE. Peal, Charles T.; Dotson, Robert S. Tennessee University, Knoxville. Agricultural Extension Service. Research Summary of a graduate study. July 1971. 16 p. EDRS (ED 053 349), MF $.65, HC $3.29.

Eighty-one randomly selected cotton producers in Lauderdale County were interviewed for the purposes of: (1) characterizing those in different cotton yield groups, (2) determining which practices were being used by those in different yield groups, and (3) identifying some of the factors influencing the farmers to use or not to use the 12 practices studied. When highest and lowest yield groups were compared, it was found that the latter had: (1) a higher educational level, (2) a larger average size of farm, (3) more average acres of cropland, (4) a larger cotton allotment, (5) planted a larger acreage of cotton, and (6) harvested more average acres of cotton mechanically. With regard to adoption of 12 recommended cotton production practices studied, farmers in the highest yield group had the highest total average practice diffusion rating. Some other factors influencing cotton practice adoption included: (1) the net returns received per acre, (2) the adequacy of machinery and equipment, (3) the amount of technical knowledge of the operator, (4) the relative cost of the practices and benefits received, and (5) the seriousness of land preparation, planting and harvesting problems peculiar to cotton.

435 THE FLOW OF INFORMATION TO DISADVANTAGED FARMERS. TRAINING AND STAFF DEVELOPMENT, SPECIAL REPORT NUMBER 8. Lee, Richard L.; Price, Randel K., Ed.D. University of Missouri, Columbia. Education Department. Summary of Ph.D. Dissertation. May 1969. 7 p.

In this study the primary concern centered around how disadvantaged farmers get information on new agricultural developments that might allow them to do a better job of farming. Two hundred four farmers in two south Missouri counties were interviewed. Three groups were interviewed in each county including participants and non-participants in educational programs. The study showed that there was direct evidence that educational efforts aimed at the disadvantaged audience were bearing fruit. There were indications that personal sources of information offer the greatest hope of getting current farm information to the disadvantaged farmers, as in face-to-face contact between teachers and students.

436 A STUDY OF URBAN 4-H CLUB PROGRAMS IN THIRTY CITIES OF THE UNITED STATES. Brownell, Joseph C. 1971. 13 p. EDRS (ED 064 617), MF $.65, HC $3.29.

This report covers a six-month sabbatical travel study of urban 4-H programs in 30 United States cities. The purpose of the study was to search for 4-H programs and methods which were being used successfully with urban boys and which might be adapted for use in other urban situations. Interviews with professional 4-H personnel, aides, and leaders of other youth organizations were subjective in nature. Many instances were found where individual agents were making a strong effort to provide innovative programs, but most of them reflected local conditions so strongly that they could not be readily transposed to another situation. However, eight programs with wider possibilities were discovered. It was found that relatively little commitment has been made to urban 4-H programs by Cooperative Extension, and that a regularly funded program is necessary to gain the confidence of people and to attract leaders.

437 RELATIONSHIP BETWEEN LEVEL OF EDUCATION OF FARMERS AND THEIR AGRICULTURAL PRODUCTION. Parolkar, J. S. In Indian Journal of Adult Education. Vol. 32, No. 8. August 1971. pp. 12-13.

A study seeking to determine the relationship of education and educational level to agricultural production, and the extent to which extension education, economic factors and the cultivator's educational background play a part in agricultural production.

438 EVALUATION OF A FIVE-YEAR DEMONSTRATION FARM PROGRAM IN TWO PENNSYLVANIA COUNTIES. Hartman, Joel A.; Brown, Emory J. Pennsylvania State University, University Park. College of Agriculture. June 1970. 222 p. EDRS (ED 060 415), MF $.65, HC $9.87.

This analysis of the impact of a result demonstration educational program was made in an effort to achieve the following goals: (1) identification of the objectives of the educational program; (2) description of the program; (3) assessment of awareness of the program by target clientele; (4) measurement of the amount of change that takes place; and (5) determination of the amount of observed change which can be attributed to the action-educational program and what can be attributed to other known factors. This study is unique in two aspects: (1) the sample of interviewed farmers is one of the largest of any employed in demonstration farm research and represents the universe of dairy farmers in geographical areas immediately surrounding the demonstration farms; and (2) data were collected at two points in time --a benchmark survey of surrounding farmers was completed prior to the beginning of the educational program, and a terminal survey was conducted after the end of the program. The report contains the following chapters: I. Introduction; II. Review of Literature; III. Methodological and Theoretical Orientations; IV. Collection of Data; V. Program Inputs; VI. Methodological Tools; VII. Changes in Practices Adopted; VIII. Dairymen's Knowledge of the Program; IX. Relationship of Program to Change in Practice Usage; X. Summary and Conclusions; and XI. Bibliography.

439 BACKGROUND OF THE STUDY: PRELIMINARY REPORT NUMBER 1. WISCONSIN COUNTY AND DISTRICT FAIR STUDY. Christiansen, John R.; And Others. Wisconsin University, Madison. Center of Applied Sociology. 1971. 37 p. EDRS (ED 060 449), MF $.65, HC $3.29.

The first of a series to be published about the Wisconsin County and District Fair Study, this report provides information concerning: (1) the origin and present status of fairs in the United States, and in Wisconsin particularly, (2) the need for the present study, (3) a review of results of other related studies, and (4) an overview of the methodology of the present study, and reports expected from it. The primary focus of the study is an evaluation of the educational function of fairs.

440 PARTICIPATION AND ATTITUDES OF JUDGES, EDUCATORS, AND YOUTH LEADERS: PRELIMINARY REPORT NUMBER 3. WISCONSIN COUNTY AND DISTRICT FAIR STUDY. Groot, Hans C.; And Others. Wisconsin University, Madison. Center of Applied Sociology. 1971. 47 p. EDRS (ED 060 451), MF $.65, HC $3.29.

The basic objective of this study was to evaluate the educational value of fairs as perceived by Youth Leaders, Educators, and Fair Judges. The study sub-objectives were: (1) to provide a general description of the demographic characteristics of the groups surveyed; (2) to describe the nature and extent of their involvement in fair-related work; (3) to determine their evaluation of judging at fairs; (4) to determine the general evaluation of fairs and what might be done to improve them; and (5) to answer some questions about the state subsidy for County and District Fairs, and the possible consolidation of fairs. The five groups who were sent questionnaires were: Youth Leaders (voluntary leaders of 4-H clubs), Vocational Agriculture Teachers, 4-H Club Agents, County Agents, and Fair Judges. The data gathered suggest that county and district fairs fill important needs of the people in Wisconsin. County and district fairs were adjudged to fill not only educational needs, but social and vocational needs as well. The 4-H Club Agents appear to be the most involved in fair work and Vocational Agriculture Teachers the least. An appendix presents tabulations of the questionnaire data.

441 MANAGEMENT PRACTICES OF SOYBEAN PRODUCERS IN MARION COUNTY, TENNESSEE. Hall, William A.; And Others. A Research Summary of a Graduate Study. Research Summary Series in Agricultural Extension. June 1971. 24 p. EDRS (ED 051 465), MF $.65, HC $3.29.

The purposes of the study were to: (1) determine some major characteristics of Marion County soybean producers and their farms; (2) more accurately determine which recommended production practices soybean producers were using in 1968 and 1969; (3) study the relation between use of recommended production practices and yield levels; and (4) identify some of the more important factors influencing adoption of recommended soybean production practices. Thirty-eight soybean producers were interviewed to gather data, and growers were categorized in above- and below-average yield levels for comparison purposes. Findings, conclusions, and recommendations are given.

See also: Sections 2230 Rural Communities; 5280 Literacy Education -- Foreign; 7600 Cooperative and Rural Extension; and 7000 HOME MANAGEMENT, CONSUMER EDUCATION

6720 Processing

442 SURVEY OF VOCATIONAL TRAINING IN THE PLASTICS PROCESSING INDUSTRIES. Mailly, M. Federation Francaise des industries transformatrices des plastiques. 1970. 12 p.

Most of the skills required in plastics processing are connected with mechanical engineering or with automated processes; but some basic knowledge of chemistry is also needed. Even at the lowest level of production there is real need for training in order to avoid having a top-heavy personnel structure, particularly in the supervisory grades. At the skilled worker level, there are two relevant CAP trade certificates in (1) plastics processing, and (2) in flexible plastics sheet processing. Training lasts three years and is usually given full-time in public vocational schools; it is planned to shorten the course to two years. There is also training in apprenticeship with related theoretical instruction through correspondence courses in rubber and latex processing. Vocational training for adults: centers run by the National Association for the Vocational Training of Adults organize courses (with pay) for skilled workers; the courses last 5 1/2 months but qualification is officially recognized only after six months employment in the trade. Junior technician level: can be achieved through (1) two years training in a public vocational school or through correspondence, or (2) obtaining the relevant CAP trade certificate and acquiring two years experience. Technicians are trained in (1) a three-year course at a technical secondary school, or (2) an 11-month course (with pay) at an AFPA center plus a six-month period of practical experience on the job.

6800 Structural Work

443 A PRELIMINARY INVESTIGATION INTO SHIPBOARD TRAINING PROBLEMS. FINAL REPORT. Brock, John F. Naval Personnel and Training Research Lab., San Diego, Calif. July 1971. 26 p. NTIS (AD-726 689).

A preliminary investigation into applying the NPTRL course design procedure to a ship's repair party training program is reported. A training system was developed for repair party training which was workable and produced readily detectable improvements. The procedure proved adaptable to shipboard conditions. Most problems of shipboard training reduce to management problems, rather than the actual conduct of training. There is tentative evidence that smaller repair parties, with personnel cross-trained in two or more discreet jobs, would be more efficient. Further research in the shipboard training area is suggested.

6900 LIBERAL EDUCATION

444 A SURVEY OF ADULT AND CONTINUING MUSIC EDUCATION IN ILLINOIS. Halfvarson, Lucille R.; O'Connor, John A. Illinois University, Urbana. Division of University Extension. 1970. 55 p. EDRS (ED 052 449); MF $.65, HC $3.29.

Surveys of the adult and continuing education programs in music were undertaken in the various states, including Illinois. The purposes of the surveys were to identify existing music programs, assess their overall effectiveness, and stimulate interest in them. A letter-questionnaire was mailed to the mayors of over 850 cities and towns in Illinois; more than 100 replies were received. The report was constructed so as to parallel the format of the Illinois Arts Council Survey in order to enable the readers of both surveys to establish a clearer image of non-school (adult and continuing) music education and activities and to collate the other arts as a matter of interest. A few assumptions (positive and negative) may be drawn from this study: (1) The majority of Illinois communities offer some form of music education activity to its adults; (2) Music clubs appear to serve as cornerstones for the development of adult music education; (3) The majority of communities in Illinois possess ample physical facilities for the fulfillment of adult musical training and experiences; (4) Many small communities lack qualified leadership for the continuation of adult music education or music activities; and (5) Adults desiring continuation of music education prefer to reside in cosmopolitan communities.

445 CAREER PATTERNS OF LIBERAL ARTS GRADUATES. Calvert, Robert Jr. U.S. Office of Education (OHEW), Washington, D.C. Cooperative Research

Program. 1969. 254 p. Available from The Carroll Press, 43 Squantum St., Cranston, R. I. 02920 (Cloth $8.75, Paper $6.25)

The primary objectives of this study were to examine the career patterns of male liberal arts alumni and their roles in a society that emphasizes science and specialized skills. A questionnaire and covering letter were mailed to 18,004 persons, and 10,877 completed and returned the questionnaires. The classes of 1948, 1953, and 1958 were those queried. The results of the survey are discussed as to the education of these graduates, how they appraise their education, their career status and career patterns, factors influencing their careers, how the respondents appraise their careers, their intellectual and cultural interests, civic and social contributions made, and the role of marriage and family in their lives. Conclusions based on the replies are given, with the most important one being that as a prerequisite for a meaningful personal life and career, liberal arts education is still valid for today's students. Implications of the study for liberal arts colleges and for employers are discussed. A total of 117 tables accompany the text. In addition, three appendixes present the following: A. Technical Notes; B. Cooperating Colleges and Universities (100 institutions); and C. The Survey Questionnaire (with subsidiary questions and elaborations omitted). A subject index is provided.

6950 HEALTH, MENTAL HEALTH

446 EDUCATING STROKE PATIENT FAMILIES. FINAL REPORT VOLUMES I, II, AND III. Overs, Robert P.; Healy, John R. Curative Workshop of Milwaukee, Wisconsin. Research Department. July 1971. 291 p. EDRS (ED 053 416), MF $.65, HC $9.87. Also available from Research Department, Curative Workshop of Milwaukee, 750 N. 18th St., Milwaukee, Wisconsin 53233.

This is the final report describing a 4 year project of which 2 years were an intensive counseling/casework demonstration with stroke patients and their families. Patients were alternately assigned to an experimental or control group only, the experimental group received intensive counseling. A comprehensive follow-up of 88 families measured differences between the groups on a newly constructed activities-of-daily-living inventory, comparisons on performance of household tasks and extent of avocational activities, and attitudes and changes in family roles. Included is a report on the outcome of the demonstration. Volume II describes, among other things, the measuring instruments which were developed. Finally, Volume III is comprised of an annotated bibliography of 26 movies about strokes, an annotated bibliography of stroke related publications, and a 316 entry regular bibliography.

447 NURSING HOME RESEARCH STUDY. QUANTITATIVE MEASUREMENT OF NURSING SERVICES. McKnight, Eleanor M. U. S. Dept. of HEW, Washington, D.C.

Public Health Service, Division of Nursing. October 1970. 60 p. EDRS (ED 053 366), MF $.65, HC $3.29. Also available from U. S. Government Printing Office ($.60).

The Nursing Home Research Study is concerned with the quantitative measurement of nursing service in nursing homes. The purpose of the project was to provide data needed to establish a basis for proposing minimal staffing patterns for nursing homes. In an adaptation of the methodology used in a study conducted by the Milwaukee, Wisconsin Health Department in 1962-63, nurse observers collected data by observing the nursing care of 195 sample patients in 14 nursing homes located in the Denver Metropolitan area during the period November 5, 1965 to April 17, 1966. The data were obtained on the number of specific nursing activities completed in 24 areas of nursing care; the time required for the categorical levels of nursing personnel to perform these activities for patients with minimal, moderate, or maximum nursing needs, ambulatory and nonambulatory; the distribution of personnel by shift; and the characteristics of the patients residing in the homes. These data will be invaluable in judging proposals for establishing guidelines for staffing of nursing homes.

448 A SURVEY OF THE NEED FOR PROGRAMS TO PREPARE MEMBERS OF THE HEALTH PROFESSIONS AS SPECIALISTS IN CONTINUING EDUCATION. Dickinson, Gary. British Columbia University, Vancouver. Kellogg Foundation, Battle Creek, Michigan, Sponser. 1972. 23 p. EDRS (ED 063 530), MF $.65, HC $3.29.

A questionnaire survey was conducted to determine whether or not the need for training in continuing education was perceived by those working in the field. This determination of need was undertaken to determine the feasibility of offering programs of professional preparation in continuing education for persons engaged in continuing education in the health professions. A questionnaire consisting of seven items related to the need for training in continuing education was distributed to health science professionals in the United States and Canada. Eighty-six percent of the respondents indicated that they thought it necessary or desirable for those involved in planning or conducting continuing education programs to have professional training in continuing education as well as in a health specialty. Almost 75 percent of the respondents added that they would like their present personnel to receive some professional training in continuing education. Conclusions include: (1) There was a need expressed by those in the field for programs of professional preparation in continuing education for the health sciences and this expressed need existed at a fairly high level; (2) The willingness to support programs of this sort is related to the number of persons currently employed in the field and financial support from non-university sources would be required; and (3) Several types of programs would be required and there should be an emphasis on the practical application of principles related to adult learning.

449 REPORT OF AN EXPERIMENTAL DEMONSTRATION PROJECT ON PRENATAL EDUCATION OF EXPECTANT MOTHERS LIVING IN A LOWER SOCIOECONOMIC URBAN AREA. Milwaukee Health Dept., Wisconsin. Wisconsin University, Madison. University Extension. 126 p. EDRS (ED 060 463), MF $.65, Also available from Community, Health, Health Sciences Unit, University Extension, The University of Wisconsin, Civic Center, 600 W. Kilbourn Ave., Milwaukee, Wisconsin 53203 ($1.00).

A project which attempted to answer the question whether pregnant women from the inner city would attend prenatal classes is discussed. Specific purposes of the project were: (1) to find a way to obtain and retain attendance at prenatal classes of expectant mothers who live in low socioeconomic urban areas, (2) to identify factors affecting their attendance at the classes, and (3) to provide comparative data on the expectant mothers who attended the classes and on others from the same area who knew about the classes but did not attend. A series of prenatal classes was developed, consisting of seven classes to be held at weekly intervals. Each class lasted approximately one and a half hours. Interviews were conducted with all expectant mothers who attended the classes to obtain health and socioeconomic information. Findings of the project include: (1) Expectant mothers who live in lower socioeconomic urban areas will attend prenatal classes; (2) The most desirable site for the classes proved to be a hospital located near the mothers' homes, and the best time to hold meetings was in the evening; and (3) Health practices of expectant mothers who attended classes were better than those of expectant mothers who did not attend.

450 ENVIRONMENTAL QUALITY: HOW UNIVERSAL IS PUBLIC CONCERN? Tognacci, Louis N.; And Others. In Environment and Behavior, Vol. 4, No. 1 March 1972. pp. 73-86.

Describes an investigation which was designed to probe the extent to which environmentally concerned citizens share general patterns of ideological and demographic characteristics. Discusses implications, in terms of need to unify a diverse constituency, so as to strengthen the ecology movement.

451 CULTURAL VARIABLES IN HEALTH EDUCATION IN RURAL LEBANON: A STUDY OF READINESS FOR PARTICIPATION IN DETECTION PROGRAMS. Sayegh, Mathilde Yorghaki. University of Michigan, Ph. D. Thesis. 1970. 221 p. University Microfilms (Order No. 70-21,783).

This study sought social, psychological, and situational factors related to individual readiness for the decision to take action in detection programs for controlling tuberculosis in the Central Bekaa Valley of Lebanon. Data were collected from 124 rural dwellers with a pretested two-part questionnaire containing items on mobility patterns, decision-making, school role in health education, and values, beliefs, attitudes, knowledge, and behavior related to tuberculosis. Two pictures were also used to elicit feelings about tuberculosis and its prevention.

Social forces, especially those of an external nature (government, village council, school, physician) exerted a tremendous influence on individual decision-making. Family members and peer groups were indirectly influential. The majority of respondents did not consider themselves susceptible to tuberculosis but took its possible consequences seriously. Affective factors (especially fear) were more potent than cognitive factors. Age, education, income, experience, and knowledge on how to treat the disease were all significant either singly or in combination. In addition, respondents in villages located on the highway expressed much more readiness than the others. Sex and religion were minor factors. Findings suggested that public-school eucational content on health protection may need to be increased.

452 A STUDY OF CIGARETTE SMOKING AMONG ADULTS. Mausner, Bernard. Beaver College, Glenside, Pa. 1972. 112 p. EDRS (ED 062 644), MF $.65, HC $3.29.

The various activities carried out under a grant from the Cancer Society are discussed, including preparatory work, pilot and exploratory studies, the conduct of the major study, and additional activities. The bulk of the report, however, is devoted to the major study in which measures were obtained of: 1) patterns of support for smoking; 2) subjective expected utility for the outcomes of smoking or not smoking; 3) smoking history; 4) manifest anxiety level; and 5) locus of control. In addition, one hundred and five subjects participated in one of three relevant role play situations or in one of two possible control groups. Post experimental measures were taken as well as five day and six month follow-ups. No significant differences were found in either the long-range or short-range change in smoking among the experimental groups. The author concludes that the problem of control of smoking will continue to pose great difficulties.

453 POPULATION DENSITY AND PATHOLOGY: WHAT ARE THE RELATIONSHIPS FOR MAN? Galle, Omer R.; And Others. Vanderbilt University, Nashville, Tenn. 1971. 34 p. EDRS (ED 062 634), MF $.65, HC $3.29.

Evidence of high population density's serious inhibiting effects on the reproductive, aggressive, withdrawal and sexual behavior of various animals, motivated a study of human pathology in overcrowded areas. Ecological relationships in Chicago and their impact on human behavior were assessed. The number of persons per acre, Standardized Mortality Ratio, and General Fertility Rate were gauged, as were Public Assistance Rate for persons under 18 (a measure of ineffectual parental care), Juvenile Delinquency Rate, (a measure of aggressive behavior), and the Rate of Admissions to Mental Hospitals. Social class and ethnicity were also considered. Great differences were found between the different measures of population density: (1) Persons per room accounted for most of the variance for mortality, fertility, public assistance and juvenile delinquency, (2) For admissions to mental hospitals, rooms per housing unit accounted for virtually all the variance associated with density, (3) Number of housing units per structure was less important; rooms per housing unit and structures per acre appeared relatively unimportant. The causal relationship between density and pathology is discussed for each of the five pathologies.

454 OCCUPATIONAL THERAPY ASSISTANTS PROGRAM. DEMONSTRATION PROJECT. Wisconsin State Board of Health, Madison. 1968. 681 p. EDRS (ED 029 098), MF $.65, HC $23.03.

Between November 1964 and June 1967, 85 women and five men completed a 4-month course held in several Wisconsin locations to prepare them as Certified Occupational Therapy Assistants to: (1) plan and direct a general activity or supportive program of occupational therapy, (2) train individual patients in independent performance of activities of daily living, and (3) assist the Registered Occupational Therapist in carrying out a specific treatment program designed to correct or improve specific pathology. The average age of trainees was 37; 12 had not completed the 12th grade while 53 listed some post-secondary education. The curriculum, developed by a committee of Registered Occupational Therapists in the field of geriatrics and chronic illness, state board of health occupational therapy consultants, and selected advisory committee members, consisted of 369 hours of academic work and 160 hours of practical experience. Topics included an introduction to the training program and the occupational field, personality development physical development, skills, relationships with other services, personnel policies, and mental terminology. Eighty-two graduates were employed.

455 FEASIBILITY STUDY ON THE USE OF TELEVISION FOR PUBLIC HEALTH RECRUITMENT. Zelmer, Amy Elliott. Canadian Department of National Health and Welfare, Ottawa, Ontario. September 1970. 19 p. EDRS (ED 060 439), MF $.65, HC $3.29.

The feasibility of using television as a means of recruiting public health personnel was studied. Professional journals, reports, and personal letters or interviews were used to obtain information on the experiences of health agencies and other professional groups with the use of television for recruitment. Recommendations resulting from the study are: (1) The Canadian Public Health Association (CPHA) should undertake a program of recruitment through the mass media, and this program should be directed particularly towards those who are making career decisions (for the first or second time); (2) This mass media program should be planned for distribution through both French- and English language media; (3) This program should have coverage across Canada; (4) Any use of television for recruitment proposed by the CPHA should be planned as part of a total program using more personal approaches; and (5) That a research study of the effectiveness of television for this purpose should be a part of any television program undertaken by the CPHA. The possibilities of making some use of the radio should also be considered. The CPHA is advised to produce films concerning public health careers for use on television; to sponsor workshops for health personnel; to produce and distribute spots for television; and to set up a follow-up and evaluation program. A two-year budget is provided, as are references and three health career films.

456 RESTRUCTURING PARAMEDICAL OCCUPATIONS: A CASE STUDY. FINAL REPORT, VOLUME I. Goldstein, Harold M.; Horowitz, Morris A. Northeastern University, Boston. Dept. of Economics. January 1972. 259 p. EDRS (ED 060 225), MF $.65, HC $13,16. Also available from Department of Economics, Northeastern University, 43 Leon St., Boston, Mass. 02115.

To develop and test techniques for easing the shortage of skilled paramedical personnel and to provide career opportunities for the disadvantaged, this study analyzed the job requirements in paramedical occupations at the Cambridge Hospital, with recommendations for improved utilization. Job descriptions were developed from in-depth interviews with supervisors and paramedical personnel. The study found overlapping functions, unnecessary barriers to hiring and upward mobility, and insufficient in-service training. However, efforts were being made to resolve each of these problems. The interview formats are appended.

457 COVERT SENSITIZATION FOR THE TREATMENT OF OBESITY. Lick, Judy; Bootzin, Richard. Northwestern University, Evanston, Ill. Paper presented at the Midwestern Psychological Association Convention in Detroit, Mich. May 6-8, 1971. May 1971. 6 p. EDRS (ED 050 404), MF $.65, HC $3.29.

Forty adult overweight female volunteers were randomly assigned to one of four conditions: (1) two self-control instruction conditions; (2) an automatic immunization instruction group; and (3) a no treatment control group. In the self-control groups, treatment was presented as an aid to gaining self-control over behavior, while in the automatic immunization group, it was explained in classical conditioning terminology. The major finding was that covert sensitization by itself has relatively little effect as a treatment for obesity. Relaxation level, visualization ability and felt discomfort were uncorrelated with weight loss. Methodological considerations are also discussed.

See also: Section 5000 Mentally Disabed; and 5850 Medicine and Health

7000 Home Management, Consumer Education

458 AN EVALUATION OF THE McDOWELL COUNTY COMMUNITY ACTION AGENCY HOME ECONOMICS PROGRAM. Williams, Jeanne. Human Resources Research Inst., Morgantown, W. Va. January 1969. 71 p. NTIS (PB-189 126).

The documents reports on the activities of the home economics component of the community action program of McDowell County as falling within socialization and training emphasis and consisting of services to promote an eventual attainment of independence. The stated basis is assistance in the integration of the members of the target population into the larger society on an equal footing.

459 HOMEGROUNDS IMPROVEMENT PRACTICES OF SELECTED HOMEOWNERS AND RENTERS IN POLK COUNTY, TENNESSEE. A RESEARCH SUMMARY OF A GRADUATE STUDY. Ledford, William D.; Dotson, Robert S. Tennessee University, Knoxville. Agricultural Extension Service. Extension Study No. 16. September 1971. 28 p. EDRS (ED 055 274), MF $.65, HC $3.29.

This study was undertaken to determine the homegrounds improvement situation among 4-H families in Polk County, Tennessee. It was conducted for the purposes of: (1) obtaining information concerning characteristics of homeowners and renters, (2) determining which recommended homegrounds improvement practices they were using, and (3) identifying some of the factors influencing them to adopt practices. Representatives of 84 4-H families (65 homeowners and 19 renters) were interviewed in random samples for comparison. Data were analyzed in numbers and percent, and adopting levels of homeowners and renters were compared on the basis of practice diffusion ratings. Findings disclosed that the average interviewee in this study in 1966 had the following characteristics: (1) was about 44 years of age, (2) had completed about nine years of schooling, (3) was a rural non-farm resident, (4) was a housewife, and (5) lived in a house built between 1950-59. Homeowner families were more often farm families, older, first occupants of thier homes, lived in homes built between 1950-59, and spent more money for plants than did renter families. With regard to the adoption of 27 recommended practices studied, homeowners were consistently farther along than were renters on nearly all practices. With regard to eight attitudes toward landscaping statements and eight attitude toward nurseries statements, more owners than renters reported larger inventories of trees and shrubs.

460 EVALUATION OF A PROGRAM OF TRAINING FOR DAY CARE ATTENDANTS. Faulkner, Rosemary; Connor, Thomas R. Prince Edward Island New Start, Inc., Montague. May 1971. 34 p. EDRS (ED 052 447), MF $.65, HC $3.29.

This project attempted to show that rural disadvantaged young women can be trained for employment as day-care attendants. The nine course participants were selected from a group of women between the ages of 18 and 25 who had previously received training in basic education and life skills. Criteria included physical and mental health, grooming, social behavior, fondness for children, tested and demonstrated sensitivity to the needs of children, and tested and demonstrated interest in working with children. The program lasted 420 hours and was divided into: (1) three weeks of orientation and observation of operating centers, (2) two weeks of intensive theory, and (3) 11 weeks spent in the mornings in a day-care center working under supervision and supervisor instruction. It is not yet possible to conclude that this program has successfully demonstrated that training day-care attendants or providing day care services can provide a useful or valuable input to outreach centers in designated regional growth centers.

461 STRUCTURE OF OCCUPATIONAL EXPERIENCE, PATERNAL VALUES, AND SON'S SCHOOL ADJUSTMENT. FINAL REPORT. DeBord, Larry W. George Peabody College for Teachers, Nashville, Tenn. September 1970. 26 p. EDRS (ED 051 505), MF $.65, HC $3.29.

Tha major focus of this study is upon the operation of the occupational experience of father, wife, and the friendship network of the father in forming childrearing values of Negro and white fathers of lower, working and middle status. Beyond this, the relationships between childrearing values and paternal participation in the son's development are examined, as is the relationship between childrearing values and son's achievement. A sample of 448 black and white male heads of household with male children between the ages of 5 and 21 were included in the analysis, the data for which were obtained from a semi-structured interview schedule. The findings indicate that: (1) although occupation and childrearing values are significantly correlated for both Negro and white samples, occupation exerts an independent influence upon values among Negroes only; and (2) among Negroes, financial stability both in the present and over generations is very important as an explanation of variation in achievement levels.

462 ADULT CONSUMER EDUCATION. Gallegos, Cecelia. New Mexico State Dept. of Education, Santa Fe. August 1971. 90 p. EDRS (ED 059 426), MF $.65, HC $3.29.

A Consumer Education course was held for parents of students who had previously taken the course. Classes, held for three hours on 14 Sundays, were attended by 12 mothers of students. The course included instruction in the following: clothing, food, family living, and housing, with consumer education stressed in all these areas. Students were rated after each class period using the following devices: Pupil Needs; Choice of Activity Leads to Meeting Pupil Needs; and Characteristic Traits Describing Individual's Progress. Evaluations were also made of Influence of Teacher on Students and Adult Education Progress Chart. The evaluation charts are provided.

463 SEMINAR TO IDENTIFY THE STRUCTURE OF KNOWLEDGE IN HOME ECONOMICS EDUCATION AT THE GRADUATE LEVEL. FINAL REPORT. Anthony, Hazel, Kreutz, Shirley. Nebraska University, Lincoln. Dept. of Home Economics Education. March 1968. 73 p. EDRS (ED 056 310), MF $.65, HC $3.29.

Thirty-five home economics teacher educators participated in a seminar to evaluate and refine material originally developed under the leadership of the Home Economics Education Branch of the United States Office of Education under the title "Concepts Structuring in Home Economics Education Curriculum." They were also to identify comparable material appropriate for graduate courses in home economics, to plan evaluation of the material and to explore research questions for further development of the material. The content was organized around five concepts: (1) philosophy; (2) professional role; (3) program planning; (4) educative process in teaching; and (5) research. Thirty-five other home economics teacher educators joined in judging the items. They selected important objectives and essential generalizations in home economics teacher education A document - "Home Economics Education Objectives and Generalizations Related to Selected Concepts" will be published. The work is considered to be exploratory: some basic questions are raised and suggestions given for further research.

464 THE RELATION BETWEEN NUTRITION KNOWLEDGE AND THE DIETARY INTAKE OF SELECTED WOMEN: A BASIS FOR ADULT EDUCATION PROGRAM DEVELOPMENT. Davis, Reba Jones. Ed.D. dissertation, Illinois University. May 1971. 174 p. University Microfilms.

To investigate the relationship between the estimated quality of dietary intake and (1) knowledge of nutrition concepts, (2) attitude toward nutrition, (3) food preferences, and (4) perception of personal control of dietary intake, information was gathered from two 24-hour food recalls and other instruments administered to 102 women representing Home Economics Extension Advisers, paraprofessionals in the Expanded Nutrition Program of the Illinois Cooperative Extension Service, and homemakers eligible for the nutrition program. Data revealed that homemakers had the poorest diets but had the most favorable attitude toward nutrition, and that food preferences were significantly related to nutritional quality of diets in all groups. It was concluded that nutrition knowledge is needed in all groups and one way to improve this knowledge would be to offer a nutrition program based on the students' food preferences. The nutrition educator also needs careful preservice and inservice learning experiences in order to develop effective teaching techniques, as well as to gain a thorough understanding of the use of food guides.

465 AN ANALYSIS OF SELECTED INTERPERSONAL FACTORS AND THEIR RELATIONSHIP TO HOME ECONOMICS AGENTS' PLANNING OF COUNTY EXTENSION PROGRAMS IN FAMILY STABILITY. Elliott, Elizabeth Ann. University of Wisconsin, Ph.D. dissertation. 1970. 200 p. University Microfilms (Order No. 70-19,141).

This study investigated to what extent certain personal factors--age, personal values, independence of judgment, social awareness, perception of who influences decisions--are associated with a home economics agent's decision to include family stability as an area of emphasis in the county Extension program. A mailed questionnaire elicited data from 32 experienced, representative home economics agents in Wisconsin. Six hypotheses dealing with social, religious, economic, esthetic, theoretical, and political values, were tested. Only one(theoretical) showed a significant relationship to the inclusion of program content on family stability. Decisions to include program content on family stability were not significantly associated with social awareness, age, independent judgment, or perception of who influences decisions. However, such decisions were significantly associated with the total number of influentials named, and the perceived extent of influence of other professionals. Implications were derived for future inservice training of home economics agents, including a need for emphasis on increased awareness of personal values, identification and involvement of decision-making influentials, and the use of an agent's awareness of social issues as a tool in program planning.

466 AN EVALUATION OF THE EXPANDED NUTRITION EDUCATION PROGRAM IN PENNSYLVANIA. Hustey, Joyce. Pennsylvania State University, University Park. Cooperative Extension Service. 1971. 59 p. EDRS (ED 064 586), MF $.65, HC $3.29.

The Nutrition Education Program, implemented in 25 Pennsylvania counties in 1969, attempted to help low-income families improve the nutritional adequacy of their diet by teaching food preparation, buying, and storing, and encouraging the use of food stamps. As of June, 1970. monthly turnover of clients stabilized at five percent, but there was a lessened percentage of persons in the less than $3,000 annual income bracket. At the time that the first food records were taken, only 10 percent of the diets were considered adequate, while second records showed that 18-20 percent were satisfactory. The greatest improvements were in the milk and fruits, vegetables groups. The presence of older school children in the family had a positive effect on the dietary knowledge level of the homemaker, which, in turn, had a positive effect on dietary intake.

467 POOR BUT NOT FORGOTTEN. AN EVALUATIVE STUDY OF THE EXPANDED FOOD AND NUTRITION EDUCATION PROGRAM IN MARYLAND. Wang, Virginia Li; Ephross, Paul H. Maryland University, College Park. Cooperative Extension Service. 1970. 44 p. EDRS (ED 050 343), MF $.65, HC $3.29.

An evaluative study of the Expanded Food and Nutrition Education Program in Maryland was made. The study aimed at the assessment of the results of this program currently conducted by the University of Maryland. The object of the program is to influence homemakers to change and improve family nutritional practices. This study focused on the educational tasks of non-professional aides in effecting this change. The general research strategy employed was twofold. First, the direct service recipient, the homemaker (usually of low-income status), and the direct service provider, the aide (often of similar background), were made the primary sources of data. Secondly, this evaluation sought to measure change over time. Visits were made by supervisors to selected sites (three) for study. Three interviewers in each county selected were recruited and hired by the supervising agents. Using a table of random numbers, a 50% random sample was drawn from the population of homemakers being served by the program during December 1969. All data gathering interviews with homemakers took place during January 1970.

468 A STUDY OF SELECTED CHARACTERISTICS AND PRACTICES OF 150 LOW-INCOME HOMEMAKERS WITH CHILDREN IN CHENANGO, DELAWARE, AND SCHOHARIE COUNTIES 1969. Beers, Rose K. State University of New York, Ithaca. College of Human Ecology at Cornell University. 1971. 61 p. EDRS (ED 051 454), MF $.65, HC $3.29.

As part of a continuing study by home economists, in three contiguous New York State counties, of ways to identify and respond to the needs of low-income families, an interview-questionnaire was administered to 150 low-income homemakers who had children at home. The purposes were: (1) to identify characteristics of low-income families; (2) to determine homemaking practices and needs of low-income homemakers; (3) to discover what they considered as problems related to food and clothing; and (4) to suggest ways to respond to these problems. Data collected were analyzed by frequency distribution. Results show that the primary concern of these homemakers is getting enough food for the money they spend as well as clothing. A need for help with financial planning is clearly evident. The resolution of these problems will require the efforts of other agencies, as well as Cooperative Extension.

469 SOME FOOD-BUYING PRACTICES OF HOMEMAKERS IN LOUISIANA. Gassie, Edward W. A detailed presentation of the data is available from the Consumer Education Project, Louisiana Cooperative Extension Service. n.d. 6p.

This report is a summary of a study undertaken to determine some of the food buying practices of homemakers in Louisiana in order to identify their decision-making problems in the area of providing foor for their families and subsequently develop a consumer education program which would be relevant and more meaningful. The study was based on personal interviews conducted by Home Demonstration Agents with 473 homemakers in 20 parishes in the state. The findings of the study indicate that a greater emphasis on better management of the food dollars, on growing home gardens, where possible, to supplement the family food supply, and more information for disadvantaged homemakers with regard to U.S. D.A. food programs should be considered in developing educational programs.

See also: Sections 4655 Education of Women; and 6700 Agriculture and Home Economics

7020 Family, Parent Education

470 ATTITUDES TOWARD FAMILY PLANNING AND FEARS OF GENOCIDE AS A FUNCTION OF RACE CONSCIOUSNESS. Turner, Castellano B.; Darity, William. Massachusetts University, Amherst. Dept. of Psychology. May 1971. 13 p. EDRS (ED 052 473), MF $.65, HC $3.29.

Demographic information, attitudes toward family planning and family planning agencies, fears of race genocide, and degree of race consciousness were elicited, by interviews, from a random sample of residents within several black communities of an urban area. A significant, positive relationship was found between race consciousness and the number of children desired, but not between race consciousness and agreement with the notionof family size limitation for black people generally. Moreover, reported use of birth control did not relate to race consciousness. Finally, race consciousness was not found to relate to endorsement of any of a series of statements concerning race genocide. An interpretive discussion indicates, among other things, the probable complex origins of race genocide fears.

471 INTERACTION OF FAMILY RELATIONSHIP QUALITIES AND MANAGERIAL COMPONENTS. Ater, E. Carolyn; Deacon, Ruth E. In *Journal of Marriage and Family*, Vol. 34, No. 2. May 1972. pp. 257-263.

Support for a hypothesis of association was found. Husband-wife consensus, as perceived by the wife, was associated with the wife's satisfaction with household organization and with the amount of help received from family members. The age of the oldest child had a significant influence on the wife's satisfaction.

472 THE USE OF A RESIDENCE UNIT AS AN AID TO TRAINING PARENTS IN BEHAVIOR MODIFICATION: TURNING PSYCHOLOGY OVER TO THE UNWASHED. Gordon, Steven B.; Wiltz, Nick. Paper presented at Western Psychological Association Meeting, San Francisco, Calif., April 21-24, 1971. April 1971. 18 p. EDRS (ED 057 363), MF $.65, HC $3.29.

The authors describe the background for and explore the use of unique apartment-like setting, complete with observational facilities, in which the parents of hyperactive, aggressive boys were trained in the application of behavioral principles. Procedures consisted of having the entire family live in this setting for 5 consecutive days where they received training via instructional materials, modeling and feedback. The family then returned home, maintaining contact with the trainer/consultant only by telephone. The data presented show significant reductions in the rates on non-compliances and destructive acts toward people and property. In addition, programs devised independently by the mother and procedures used for a school program are presented. Results are discussed with reference to the use of a residence unit as a device in the initial phase of parent training in behavior modification and data collection and as an aid in maximizing professional efficiency.

473 LITERACY AND POPULATION/FAMILY PLANNING EDUCATION: A DEMONSTRATION PROJECT OF THE PHILIPPINE RURAL RECONSTRUCTION MOVEMENT (PRRM). World Education, Inc., New York. N. Y. March 1971. 63 p. EDRS (ED 058 534), MF $.65, HC $3.29.

The Philippine Rual Reconstruction Movement (PRRM) is working with World Education to introduce population and family planning education cencepts into its literacy program in order to broaden the scope of the on-going functional literacy and family planning programs of the PRRM and to make them more applicable to the people. Specific objectives include: (1) Prepare and produce materials designed to interest and increase the awareness of out-of-school youths and young adults of the role and importance of family planning in their personal lives and the larger community; (2) Prepare literacy primers, guides and manuals for teachers and train teachers to use them effectively; and (3) Systematically test and assess the impact of these materials on participants and teachers and adapt them for wide-spread use. Project planning included recruitment of staff and the selection of demonstration barrios, selection of the population literacy educators and organizing a local Literacy Family Planning Council in each pilot barrio and training teachers for the project. The function of the Council includes mobilizing and organizing the literacy-family planning classes and formulating policies for program implementation. Prior to start of classes, the teachers were familiarized with the new techniques being used in the project. The project will be subjected to continuous evaluation and analysis during its planned four-year period of operation.

474 STUDIES IN FAMILY PLANNING, VOLUME 2 NUMBER II. Population Council, New York, N. Y. November 1971. 16 p. Available from The Population Council, 245 Park Avenue, New York, N. Y. 10017.

This paper presents the findings of a study of K. C. Chan, Research Officer of the Family Planning Association of Hong Kong, whose purpose was to determine whether IUD retention rates could be increased by home visits to acceptors. Concern with this problem has mounted in many countries where the IUD is the main contraceptive method offered and where very high removal rates have led to low retention rates. Graphs, statistical data, and narrative material indicate that reassurance visits have very little long term effect on IUD acceptors and do not lead to significant reduction in the number of removals. The additional services of home visits, as offered in this study, were a heavy, time-consuming output and consequently considered a procedure too costly to be adopted. Also included in the paper are two further reports. An Experimental Population Education Program in Rural India and Use of the Agent System in Seoul. The first is a proposal for an educational program relating aspects of the population problem to the lives of students in their immediate environment. The second describes an agent system for recruiting IUD acceptors and evaluates the first nine months of such a program.

475 INFORMATION AND SERVICES OBTAINED AND DESIRED BY PARENTS OF ADOLESCENTS. Klemer, Richard H.; Kivett, Vita R. North Carolina State University, Raleigh. Agricultural Experiment Station. February 1971. 39 p. EDRS (ED 056 813), MF $.65, HC $3.29.

The 3 main objectives of this study, the fourth and final phase of an investigation to determine the information and services obtained and desired by rural parents during 4 stages of child rearing, were to determine: (1) the sources from which parents of adolescents received information and services regarding child care and development; (2) the types of information and services received; and (3) the types of sources of information for which parents expressed a need. Forty-five free-recall and forced-choice questions were asked of 408 rural mothers of children aged 13 to 19 selected at random from school records from a 3-county area in North Carolina. Included among the findings were the following: that reading materials, the school, and the church were the most frequent sources of assistance to mothers in rearing their adolescents; reading was a more common practice among the better educated mothers; poorer educated mothers showed little initiative or desire to contact the school for assistance; mothers in general exhibited little concern for their adolescents' sexual development, yet the types of publications the mothers would most like to receive were related to dating and marriage; and the social concern most prevalent among mothers was youth's irresponsibility.

476 THE COSTS AND BENEFITS OF FAMILY PLANNING PROGRAMS. Laidan, George C. International Bank for Reconstruction and Development, Washington, D.C. 1971. 65 p. Available from The Johns Hopkins Press, Baltimore, Maryland ($3.00).

A benefit-cost technique to measure the economic returns of family planning programs and the assumptions and limitations inherent in this type of analysis are presented (and applied to the United Arab Republic). This approach takes the present value of the discounted consumption stream of an unborn child as the main measure of the benefit accruing to society from the prevention of a birth. It includes on the benefit side: (1) the main effect--consumption expenditures now available to the population; (2) increase in total public savings from the diversion of resources required to educate the averted birth; (3) the wage productivity effect--the increase in output resulting from better nutrition of smaller-sized families. The costs take into account: (1) loss of output from a smaller labor force; and (2) costs of family planning services. Results show benefits are 2.5 to 8.7 times as large as costs and the difference between benefits and costs ranges from 1.6 to 6 times per capita income. It is concluded that, due to social factors, neither the benefit-cost approach nor other techniques for the economic analysis of population trends can or should be used alone to determine the desirability and extent of the reduction of fertility.

477 THE FAMILY EDUCATION PROJECT, BROOKLYN, NEW YORK. THE URBAN COMMUNITY COLLEGE PROJECT SERIES, NUMBER 3. Charms, Vernon; Butts, Bobbye. State University of New York, Brooklyn. Urban Center. May 1971. 65 p. EDRS (ED 054 278), MF $.65, HC $3.29. Available also from Office of Publications, American Association of Junior Colleges, 1 Dupont Circle, Washington, D.C. 20036 ($1.50).

The Family Education Project in Brooklyn was designed to involve selected volunteer families of children enrolled in Head Start. The original proposal foresaw a project of three years' duration, with three separate groups of families participating, so that comparative measurements could be taken on the children in each cycle, as well as on the other family members. However, the project was never renewed and only lasted a year. The core of the program itself consisted of courses for the adults and a variety of educational activities for all members of the families. In this evaluation report, various aspects of the program are described and analyzed: the problem areas, the staff, the budget, etc. Some of the conclusions of the report are: (1) public assistance families are interested in and will participate successfully in an educational skills program leading to gainful employment and can thereby become fully self-sustaining; (2) parents will surmount formidable obstacles to participate in an education program which they are convinced has value for them; and, (3) self-awareness, confidence, appearance and family relationships are improved.

478 ROLE ORIENTATIONS, MARITAL AGE, AND LIFE PATTERNS IN ADULTHOOD. Elder, Glen H., Jr. In Merrill-Palmer Quarterly, Vol. 18, No. 1. January 1972. pp. 3-24.

A study of the determinants of women marrying early average and late. Charts. Bibliography.

479 EVALUATION OF PARENTAL ATTITUDES AND BEHAVIOR INVENTORY. TERMINAL PROGRESS REPORT. Krug, Ronald S. Oklahoma University, Oklahoma City. Medical Center. August 1971. 44 p. EDRS (ED 060 022), MF $.65, HC $3.29.

An investigation was conducted to determine whether the Parental Attitude and Behavior Inventory (PABI) Form III, a lengthy self-report instrument (577 items each for both parents) for assessing parents' attitudes and behavior toward their children and each other, could be shortened to a more feasible length. This terminal report summarizes the results of the statistical evaluation of the final scoring system for the PABI. The reliability and validity of the revised system has been demonstrated to be comparable to the original system. In addition, the cross-validity of the revised system has been noted to be within acceptable limits of shrinkage. Acquiescence contributions are available for various subgroups, and, normative tables have been established.

480 MOTHERS AS EARLY COGNITIVE TRAINERS: GUIDING LOW-INCOME MOTHERS TO WORK WITH THEIR PRE-PRE-SCHOOLERS. Levenstein, Phyllis. Family Service Association of Nassau County, Inc., Mineola, N. Y. April 1971. 25 p. EDRS (ED 059 786), MF $.65, HC $3.29.

The Mother-Child Home Program was planned as a home-based, two-year cognitive intervention method. Women with varied incomes and education, both volunteer and paid, made 30-minute home visits twice weekly to help mothers become cognitive trainers of their own toddlers (starting at age two). Mother-child verbal interaction was stimulated with gifts of attractive, self-motivating materials, chosen because of their suitability to the child's developmental level, and their potential for verbal interaction when used in play between mother and child. Interveners, called Toy Demonstrators, guided mothers to use the Verbal Interaction Stimulus Materials (VISM) in an atmosphere that was spontaneous, relaxed, and most importantly, nondidactic. Most low income mothers seemed to welcome any kind of cognitive intervention designed to help their children do well in school. Other mothers were resistant, yet appeared cooperative because it was difficult for them to make verbal refusals. A brief appendix highlights several Toy Demonstrators' descriptions of successful mother-involvement techniques.

481 PARENTS' VALUES, FAMILY NETWORKS, AND FAMILY DEVELOPMENT. Schienfeld, D. R.; And Others. In American Journal of Orthopsychiatry, Vol. 40, No. 3. 1970. pp. 413-425.

To present a model for working with low income families whose children do not seem to profit from preschool experience. The focus was on altering the nature of the parent-child relationship per se. Sample: Six children who were judged by their teacher to be among the very lowest in the low competence group. Procedure: Phase 1, Eliciting the parents' ideas and establishing rapport. Phase 2. Working with the family to change the perception of the parental role from that of a controlling agent to that of a developer or teacher. Phase 3. Working with the network of social relationships that already exist between the family and other families, so that the mothers played the same role with their friends as the research worker had played with them. Evaluation: (1) The research worker's assessment of change in the families. (2) Post-test interviews given to experimental and control groups, Results: While some families changed more than others, it was felt that significant changes had been made in all of the families. At the beginning of the project virtually none of the mothers construed play with toys as a developmental activity. By the end, all six were able to discuss critically the learning advantages of one toy over another.

482 INCREASING THE EFFECTIVENESS OF PARENTS-AS-TEACHERS. Stern Carolyn; And Others. California University, Los Angeles. Paper presented at the Annual Meeting of the American Educational Research Association, New York, February 6, 1971. December 1970. 43 p. EDRS (ED 048 939),

MF $.65, HC $3.29.

This study involved the use of group process techniques in meetings at which parents and teachers were encouraged to express their feelings, frustrations, needs and expectations. The two hypotheses tested were: (1) parents participating in the encounters will evidence more direct concern for their children's preschool education and more favorable attitudes toward Head Start than those not attending such meetings; and (2) that the children of parents participating will score higher on tests of language performance and information acquisition than children of parents not attending. The study included two Head Start classes involving 30 black, Mexican-American, and Anglo children. The children were pretested and posttested with the Peabody Picture Vocabulary Test, Caldwell Preschool Inventory and Situational Test of Competence (mid-measure). Parents were tested with Parents Expectations for Achievement of children in Head Start (PEACH), Parents Attitudes Toward Head Start (Paths), and the "How I Feel" measure of alienation. Demographic data was also collected and parents and teachers completed the Situation Test of Competence as they expected the child to respond. Results of the study showed that only the second hypothesis tested was supported.

483 THE DEVELOPMENT AND UTILIZATION OF STUDENT PREPARED TEACHING UNITS IN FAMILY LIVING SUBJECT AREAS UTILIZING THE TELEVISION MEDIA. New Mexico State Department of Education, Santa Fe. 1971. 45 p. EDRS (ED 051 500), MF $.65, HC $3.29.

This research project investigated the effects of teaching units in the family-living subject areas as prepared by adult basic education students utilizing the television media as a method of instruction. The objectives of the study were: (1) to ascertain whether or not student-prepared videotape media are effective in instructing ABE students in the family-living areas; and (2) to determine if student-prepared videotape units act as reinforcements to student motivation. Other activities included in the research were: (1) the training of 12 adult-basic-education teachers and 30 adults basic education students in the operation of television equipment and in the production of videotape teaching units; (2) the development of a procedure for statewide implementation in which both students and teachers can prepare videotape lessons of instruction for all levels and on all subject areas in adult basic education; and (3) the development of a performance criteria by which objectives (1) and (2) were evaluated and reported.

See also: Sections 4655 Education of Women; 6700 Agriculture and
Home Economics; and 7000 HOME MANAGEMENT, CONSUMER EDUCATION

7050 ARTS, CRAFTS, RECREATION -- CONSERVATION EDUCATION

484 ENVIRONMENT AND PUBLIC OPINION IN MINNESOTA. Tichenor, P.J.; And Others. Minnesota University, St. Paul. Institute of Agriculture. 1970. 18 p. EDRS (ED 060 412), MF $.65, HC $3.29.

Surveys conducted in Minnesota in 1969 and 1970 to obtain public opinion regarding environmental issues are discussed. Several generalizations are made about the state of public opinion about the environmental issue, as follows: (1) The environmental issue has reached public prominence through a sequence from professional and interest-group concern through independent publication and attention in government to mass media coverage and public conern; (2) Public opinion about environmental issues in Minnesota today can generally be described as one of confident concern. There is widespread confidence in the belief that technology itself holds the answers; (3) Opinions regarding environment appear to be rather fixed, at least in communities where specific measures are under debate; (4) On three major environmental issues of 1970--mining in the BWCA, the steel plant, and taconite--opinions on pollution control measures vary sharply according to whether the measure has direct consequences for the community involved; (5) Being more informed about environmental issues does not necessarily mean that a person will be more favorable toward controls; and (6) Environment has the potential for intense conflict within and between communities. Five tables and one figure illustrate survey results.

7150 CROSS CULTURAL EDUCATION

485 MODERNIZATION AMONG PEASANTS: THE IMPACT OF COMMUNICATION. Rogers, Everett M.; Svenning, Lynne. 1969. 429 p. Available from Holt, Rinehart and Winston, Inc., New York, N. Y.

The purposes of the present study are: (1) to examine the nature of the modernization process among peasants in one less developed country, Colombia, and (2) to determine the cross-cultural validity of these findings in others of the less developed nations. Peasants are important subjects of study by social scientists because they constitute a majority of the population of most less developed nations. In this book modernization is viewed as essentially a communication process; modernizing message must reach the peasant via such communication channels as the mass media, change agents, or the villager's trips to cities. The methodological approach to theory construction in the present work is middle-range analysis. Data were gathered from peasants in six Colombian villages varying in degree of modernization; comparable data-gathering procedures and measures were used in two studies in India and one in Kenya in order to provide cross-cultural tests of generalization. Functional literacy was measured among the Colombian peasants by asking each respondent to read a six-word sentence in Spanish. Highly positive relationships were obtained between functional literacy scores and (1) self-defined literacy, and (2) years of formal education. These findings have been confirmed with data from a sample of 702 Indian peasants, whose responses lend cross-cultural credence to the conclusion.

486 AN ANALYSIS OF THE ROLE OF THE INTERNATIONAL FARM YOUTH EXCHANGE PROGRAM IN CROSS-CULTURAL COMMUNICATION. Boyd, Anne Marie. Washington State University, Pullman. Cooperative Extension Service. June 1971. 7 p.

This report summarizes a Special Problem Report submitted in partial fulfillment of the requirements for the degree of Master of Extension at Washington State University, Pullman. The paper first states the three-fold purposes of the Report. They are to describe the International Farm Youth Exchange program in as much detail as possible including goals, function, organizational structure, operations, and financial arrangements, to present the concept of cross-cultural communication and its implications for international understanding and world peace, and to present an evaluation of the International Farm Youth Exchange program in terms of its effectiveness in enhancing cross-cultural communications throughout the world. In order to fulfill these goals it is recommended that participants be given better language training and cultural orientation, and that the length of stays be examined as to what would be most beneficial.

487 EMPATHY, PROJECTION AND NEGATION IN SEVEN COUNTRIES. Alexander, Ralph A.; And Others. Rochester University, N. Y. Management Research Center. August 1970. 42 p. NTIS (AD-712-480).

This report describes an experimental study designed to manipulate and test cross-cultural similarities and differences in interpersonal perception despite the increasingly cosmopolitan nature of people from all cultures, greater frequency of social, business, educational and governmental contact among people from different countries, and the concomitant need for more accurate knowledge and a better understanding of both culture-based and culture-free personality factors. The study reported here was undertaken as part of a larger effort directed toward solving some of the technical and methodological problems of transnational personality and person-perception research as well as conducting an investigation into some specific issues regarding interpersonal interactions. Data for this study consisted of the responses of 451 middle managers from the United States, India, Norway, United Kingdom, Denmark, Italy, and Spain. Several tables of results and a list of references are included.

488 THE CULTURE ASSIMILATOR: AN APPROACH TO CROSS-CULTURAL TRAINING. Fiedler, Fred E.; And Others. In Journal of Applied Psychology, Vol. 55, No. 2. April 1971. pp. 95-102.

Evaluates the cultural assimilator, a kind of training manual to help members of one culture understand and adjust to another culture. Describes those constructed for the Arab countries, Iran, Thailand, Central America, and Greece.

489 TRAINING NEEDS OF AMERICANS WORKING OVERSEAS AS PERCEIVED BY AMERICANS WHO HAVE WORKED IN ASIA. Johnston, Mary Boppell. University of Wisconsin. Ph.D. Thesis. 1970. 185 p. University Microfilms (Order No. 70-15,898).

Mail questionnaires were used to ascertain the training needs of Americans working overseas as perceived by Missionary Orientation Center graduates currently working in Asia, and by Peace Corps volunteers who had completed a term in an Asian country. The three training needs rated highest in importance by both groups were human relations skill, understanding of another culture, and adaptability. The six-top-rated training needs included three of the five elements of success--technical skills, cultural empathy, an instinct for politics--identified in an earlier study. Two other training needs-organizational ability and belief in one's mission--were rated lower in importance than in the earlier study. The respondents' previous cross-cultural experience was significantly related to expressed needs for an instinct for politics, understanding of another culture, and adaptability. Over half the Peace Corps participants felt they had received adequate preparation in the seven training areas considered most important. Over three-fourths of the missionaries felt this way about their orientation, with two exceptions--language ability and technical competence.

490 CROSS-NATIONAL ENCOUNTERS: THE PERSONAL IMPACT OF AN EXCHANGE PROGRAM FOR BROADCASTERS. Kelman, Herbert C.; Ezekiel, Raphael S. 1970. 345 p. Available from Jossey-Bass Inc., Publishers, 615 Montgomery St., San Francisco, Calif. 94111.

This study investigates international broadcasters' exchanges carried out during the postwar years. It is divided into 15 chapters. Chapter One gives general background. Chapter Two describes the seminar and Chapter Three the design of the evaluation study. Chapter Four discusses the seminar participants' reactions to the university phase of the seminar, and Chapter Six to the travel phase. Chapter Seven presents their retrospective reactions to the seminar as a whole. Chapter Five includes a brief discussion of the seminar staff's reactions to the university phase of the program. Chapters Eight to Twelve focus on the impact of the experience on the participants' attitudes and images. Chapter Eight discusses their views of what the sojourn had meant to them personally. Chapter Nine describes their views of America and American braodcasting in the light of their experiences. Chapter Ten provides some basis for assessing the extent to which the American sojourn had actually affected participants' attitudes. The findings in Chapters Eleven and Twelve are based on written questionnaires. Chapters Thirteen and Fourteen present analyses of the reactions to the sojourn among different groups of participants and the impact it had upon them. The fifteenth chapter brings together the major implications of the findings for improving the conduct of international exchange programs, for assessing their outcomes, and for understanding the psychological processes they set into motion.

491 JEWISH AMERICANS. THREE GENERATIONS IN A JEWISH COMMUNITY. Goldstein, Sidney; Goldscheider, Calvin. 1968. 274 p. Available from Prentice-Hall, Inc., Englewood,Cliffs, N. J. 07632.

This study concentrates on generation change and social change in a Jewish community in the metropolitan area of Providence, Rhode Island, as a means of delineating the multidimensional nature of assimilation patterns among three generations of American Jews. Concomitant to consideration of the degree and nature of assimilation and acculturation is a consideration of intragenerational variation of homogeneity and heterogeneity within the Jewish population. In addition to presenting a general description of migration to America, this study deals with a demographic and sociological analysis of population growth and composition, ditribution, migration, fertility, mortality, family structure, socio-economic status, and religious identification. Also included is an appendix containing the research methods employed in this study.

492 CULTURAL DIFFERENCES IN COLOR/FORM PREFERENCE AND IN CLASSIFICATORY BEHAVIOR. Schmidt, W. H. O.; Nzimande, A. In Human Development, Vol. 13, No. 2. 1970. pp. 140-148.

This paper presents data concerning color-form preference and ability to classify obtained from rural Zulu children with and without western-type schooling, from literate and illiterate Zulu urban workers, and from illiterate urban workers. Significant differences are shown between literate and illiterate urban workers, between illiterate urban and farm workers. Some comparisons are made with Suchman's 1966 (a) data on Moslem Hausa children, Gay and Cole's 1967 data on Kpelle children, Bruner and associates' 1966 studies of Wolf children, and corah's 1964 data on American children.

See also: Section 5280 Literacy Education -- Foreign

7500 INSTITUTIONAL SPONSORS

493 THE FEASIBILITY OF ESTABLISHING HIGHWAY SAFETY MANPOWER DEVELOPMENT AND RESEARCH CENTERS AT UNIVERSITY-LEVEL INSTITUTIONS. FINAL REPORT, VOLUMES I AND II. Chorness, Maury H.; And Others. Stanford Research Institute, Menlo Park, Calif. July 1969. 344 p. and 153 p. EDRS, Volume I (ED 051 415), MF $.65, HC $13.16; Volume II (ED o51 416), MF $.65, HC $6.58.

To examine the feasibility of establishing Highway Safety Manpower Development and Research (HSMDR) Centers at university-level institutions which would produce three types of manpower-safety specialists, safety professionals, and research manpower, previous National Highway Safety Bureau research studies and approximately 50 federally funded education, training, and research programs were reviewed. This document, the first of a 2-volume report, contains results and recommendations of the feasibility study in these chapters: (1) Skills and Disciplines Required for Highway Safety Manpower Development, (2) Alternative Strategies for Establishing HSMDR Centers, (3) Criteria for the Selection of Candidate Universities, (4) Identification of Candidate Universities, (5) Results of Discusssions with University Representatives on the Establishment of Centers, (6) Guidelines for the Administration and Operation of Centers, (7) Evaluation Plan, (8) A General Plan for Program Controls, (9) Congressional Justification for the Establishment of Regional Pilot Centers, and (10) Preparation of a Request for Proposal for the Establishment of Regional Pilot Centers. This document, the second of a 2-volume report, contains appendixes of data tables and other study materials relating to the feasibility of establishing Highway Safety Manpower Development and Research Centers. Appendixes are: (1) Skills and Disciplines Required for Highway Safety Education and Training, (2) Development of Program Strategy for the Placement of Centers, (3) Criteria for Selection of Candidate Universities, (4) Identification of Candidate Universities, and (5) Visits to Candidate Universities.

7510 Colleges and Universities

494 SPECIAL ALUMNI SURVEY; DESIGN, CODING AND DATA ON EARNINGS. FIRST REPORT 1970. Witmer, David R. Wisconsin State University System, Madison. 1970. 84 p. EDRS (ED 052 700), MF $.65, HC $3.29.

In the belief that college and university programs cannot be meaningfully improved in the absence of information about their outcomes and effects, the Wisconsin State Universities System conducted a special alumni survey to obtain 1968 data on the occupation, salary, income and continuing education of a random sample of persons who had attended some of the State institutions. This report presents (1) the survey instrument, (2) a discussion of the sample selection, the mailing, and the response, and (3) information and tables on post college earning for men and women both in terms of lifetime earnings and first year earnings by major field of study.

495 A THEORETICAL MODEL TO IMPROVE THE EXTENSION EDUCATION OUTREACH OF THE OHIO STATE UNIVERSITY: UTILIZING MARKETING, BEHAVIORAL, BUSINESS, MANAGEMENT, AND SYSTEMS CONCEPTS. RESEARCH SERIES IN AGRICULTURAL EDUCATION. Miller, James R.; McCormick, Robert W. Ohio State University,

Columbus. Dept. of Agricultural Education. January 1972. 53 p. EDRS (ED 062 516), MF $.65, HC $3.29.

The purpose of this study was to develop a theoretical organization model to improve the total extension outreach of The Ohio State University. Using literature review, experience, observation, interview techniques and a systems analysis approach, micro models of rural, urban and metro county offices and a macro model of the extension service were developed, designed and illustrated. Critical elements and variables were identified, and formal and informal relationships and communication networks were outlined briefly. The models were presented along with supporting written text and a questionnaire to high level administrators of extension in state universities and land grant colleges for constructive suggestion and reaction. Results from 63 percent of the institutions surveyed revealed that: (1) The models could provide assistance as a methodology to improve the extension outreach of both merged and non-merged organizations, (2) The models could assist in bringing about a merged extension service where a non-merged structure now exists, (3) The models could help solve program planning and implementation problems, and (4) The use of business and industrial concepts was considered a contribution to the body of extension knowledge.

7600 Cooperative and Rural Extension

496 AN APPRIASAL BY CLIENTELE OF THE OHIO COOPERATIVE EXTENSION SERVICE. Oren, John W., Jr. Ohio State University, Columbus. Cooperative Extension Service. Summary of dissertation. December 1970. 18 p. EDRS (ED 052 458), MF $.65, HC $3.29.

The effectiveness of the educational efforts of the Ohio Cooperative Extension Service was studied. A random selection of two counties from each of the ten supervisory areas was used. Information was gathered by mail questionnaires sent to 1,000 randomly selected clientele from the 20 counties. Conclusions are: (1) The extension effectively displays enthusiasm in its educational efforts, maintains a good public image, and recognizes the problems and educational needs in each county. However, it does not rate well in selecting and using interesting methods of teaching its educational programs and involving the people it serves in its program planning.

497 JUNIOR COLLEGE COMMUNITY SERVICE PERSONNELS' COGNITION OF THE COOPERAT[illegible]E EXTENSION SERVICE. Oaklief, Charles Richard. Ph.D. Thesis, Ohio State University. 1970. 178 p. University Microfilms (Order No. 71-18,062).

To determine junior college community service personnels' perception of the Cooperative Extension Service, a random sample of 200 community service directors received a questionnaire concerned with: (1) their status, (2) associations with the Extension Service, (3) importance of the Service to their clientele, and (4) understanding and opinions of the Extension Service. Finding limited and inaccurate knowledge about cooperative extension, especially concerning organization and personnel, the study recommends efforts to educate community service personnel and coordinate activities with them. Further study is deemed necessary to determine Extension personnels' perceptions of community service agencies.

498 PARTICIPATION AND ATTITUDES OF OPEN AND JUNIOR CLASS EXHIBITORS: PRELIMINARY REPORT NUMBER 2. WISCONSIN COUNTY DISTRICT FAIR STUDY. Christiansen, John R.; And Others. Wisconsin University, Madison. Center of Applied Sociology. 1971. 37 p. EDRS (ED 060 450), MF $.65, HC $3.29.

An evaluation of the educational impact of exhibiting at Wisconsin's county and district fairs is presented. To provide this evaluation, information was collected using mailed questionnaires from 263 Junior-Class and 198 Open-Class exhibitors. Data were obtained concerning social characteristics of exhibitors, exhibiting procedures and attitudes, and changes which might be needed at county and district fairs. Sixty-nine percent of the Junior exhibitors and 54 percent of the Open-Class exhibitors maintained that they had learned "much" or "very much" from their exhibiting experience. It is believed that important needs pertaining to education and social acceptance are met by exhibiting at county and district fairs.

499 RESULTS OF A TRAINING PROGRAM FOR COLE CROP GROWERS. Nicholson, Carol. Prince Edward Island New Start, Inc., Montague. February 1971. 23 p. EDRS (ED 052 448), MF $.65, HC $3.29.

An agricultural training program was implemented with the following objectives: (1) to develop a program suited to the needs of cole crop growers, (2) to promote awareness of the need for training programs of this nature. The target population was comprised of 19 low-income cole farmers. A comparative group with characteristics similar to the experimental group was composed of 18 cole crop growers who did not participate in the program. This program was an experimental agricultural training course, consisting of 10 two-hour lectures presented two evenings a week. It was designed to cover the complete production process involved in the growing of cole crops for processing. The general appraoch used by the instructor was as follows: (1) Terms familiar to those in attendance were used in preference to technical terms; (2) Ideas or concepts that were deemed new to the growers were expressed in more than one way; (3) The farmers were given the opportunity to ask questions and suggest topics. The training program produced positive results in terms of a better quality product and utilization of more efficient production methods.

500 NATIONAL MEMBER EDUCATION CAMPAIGN. Dubell, F. Report presented at Conference of the African Adult Education Association (3rd, University of Dar es Salaam, Tanzania, April 19-24, 1971). April 1971. 42 p. EDRS (ED 050 319), MF $.65, HC $3.29.

A pilot test of the National Campaign in Co-operative Member Education was carried out in Tanzania in 1970. The test objectives were to: (1) evaluate the effectiveness of the Campaign administrative organization, and (2) learn how to organize such a campaign. Held during Adult Education Year, the Campaign covered three subjects: Produce Marketing, Ujamaa Villages (Socialist Villages), and Membership in Co-operative Societies. Media employed were one-day courses, radio programs, articles in a newspaper, and illustrated materials. Results of the test showed that the administrative organization can be improved upon, and that one-day courses are the most suitable means for disseminating information to large numbers of people.

See also: Sections 2230 Rural Communities; 5280 Literacy Education -- Foreign; and 6700 Agriculture and Home Economics

7700 Junior Colleges, Community Colleges

501 THE TWO-YEAR COLLEGE -- ITS ROLE IN CONTINUING EDUCATION. Lauroesch, William. Massachusetts University, Amherst; New England Center for Continuing Education, Durham, N.H. Proceedings of a conference sponsored by the New England Center for Continuing Education, Durham, N. H., May 5-7, 1971. May 1971. 17 p. EDRS (ED 052 469), MF $.65, HC $3.29.

This conference resulted in a proposal for a consortium of two-year colleges to perform the following functions: (1) disseminating information about continuing education activities, (2) tapping regional resources that inform on continuing education problems, (3) providing technical assistance in the field, (4) organizing short-term training programs for staff, and (5) researching, developing, and evaluating new systems.

502 THE GROWTH AND DEVELOPMENT OF AN EVENING DIVISION PROGRAM AT A PUBLIC JUNIOR COLLEGE. A CASE STUDY. Bulpitt, Mildred Bernice, Ed.D. Arizona State University, 1970. 410 p. University Microfilms (Order No. 70-20,666).

The study recounted the establishment and growth of Phoenix College Evening Division, Phoenix, Arizona. It discussed how and why the evening program was begun and underwent change as it developed; and trends with implications for the future. Free evening courses were begun in 1927 but had to be discontinued during the Depression. The program was reactivated in 1944, partly to serve returning veterans. The Evening Division grew considerably in numbers of students and course offerings but did not have a full-time director until 1957. It was self-supporting paying all program expenses from student fees, until it began to receive state aid in 1964. The Evening Division uses various categories of part-time instructors paid on a load-hour basis. In the fall of 1968, 5,429 credit students were enrolled; and during 1965-69, self-supporting noncredit community service offerings grew phenomenally to include projects for thousands of other adult students in such areas as parent education, traffic safety, and distributive and office education. Some implications are: (1) the Evening Division should maintain a large, relatively stable credit enrollment if it remains flexible and responsive to community needs; (2) noncredit community service areas will increase greatly; (3) the problem of staffing on the same basis as day programs will become an important issue; (4) the evening program will continue to become more diversified and serve more students.

503 THE EMERGENCE OF CONTINUING EDUCATION/COMMUNITY SERVICE/ADULT EDUCATION AS A COMMUNITY COLLEGE FUNCTION. Murphy, James P. September 1969. 13 p. EDRS (ED 048 354), MF $.65, HC $3.29.

This report focuses on the history and development of community college functions. The continuing education, community service, and adult education functions have shown significant progress over the past 40 years.

504 THE COMMUNITY COLLEGES AND THEIR COMMUNITIES. Jacobs, Dorene E. The Ontario Association for Continuing Education. December 1970. 48 p. EDRS (ED 051 497), MF $.65, HC $3.29.

A study was made of 15 community colleges in the Province of Ontario, Canada, to gather information about their location, major orientation (vocation or community), concern for the community, special publics and special programs, media, the college in relation to the community, and finances. Considerable community involvement was found (with some colleges more concerned than others about community needs) and considerable variation in the form the community involvement took. It was recommended that: the uniqueness of each college be preserved; colleges be encouraged to develop or continue interest and involvement in the community; the practice of subsidizing only credit courses be reviewed; more concern be given to the needs of citizens in dealing with problems of their communities; more attention be given to needs of special groups (such as older people); the location of field men at strategic places within a community be encouraged; and liaison with community organizations be continued.

7800 Public Schools

505 A ONE-YEAR FOLLOW-UP STUDY OF THE FORTY-ONE GRADUATES CLASS OF 1971 OF

THE JACKSON COUNTY ADULT EVENING HIGH SCHOOL COMPLETION PROGRAM. Gran, James R. Jackson County Adult Evening High School Program, Iowa. May 1972. 64 p. EDRS (ED 062 620), MF $.65, HC $3.29.

A series of follow-up studies were conducted to evaluate the Jackson County Adult Evening School Program in terms of educational, social or personal, and/or financial benefits as measured by the graduates themselves. The studies supplement other teacher, student evaluations and pre-post test results. The results of all follow-up studies have shown a remarkable degree of consistency in responses both in percentage comparisons as well as content and direction. Conclusions include: (1) Age and sex need not be deterrent factors to adults desiring to complete their high school education; (2) The members of this class have many productive years ahead of them in which to repay the cost of their education; (3) the vast majority of these graduates remain within the same general area; (4) A significant number of job changes or promotions occur to those in the labor market within one year of graduation; and (5) All of the respondents of this class rated the quality of instruction as being either excellent, very good, or good.

506 A STUDY OF ADULT EDUCATION PROGRAMS WITHIN THE STATE OF NEBRASKA OF 329 PUBLIC SCHOOL DISTRICTS MAINTAINING SECONDARY SCHOOLS. Smith, Hal. Nebraska University, Lincoln. Dept. of Adult and Continuing Education 1972. 22p. EDRS (ED 061 517), MF $.65, HC $3.29.

Information was gathered from 329 public school districts maintaining secondary schools as to whether they operated or planned to develop an adult education program. Of these 329 districts, 132 had an adult education program; 197 did not; but 140 reported they would like to develop such a program. Data were also gathered concerning the number of administrators and teachers involved in existing adult education programs, types of courses given, additional courses they would like to offer (as well as proposed courses in those schools which hoped to develop programs), and physical location of the classes. There is thus shown to be a moderate amount of adult education in public schools and considerable interest in additional courses and in developing new programs. The study also shows that for many administrators and teachers of adult education formal and informal education activities in adult and continuing education would be desirable.

507 A FOUR-YEAR FOLLOW-UP STUDY OF THE ONE HUNDRED ELEVEN GRADUATES--CLASS OF "68" OF THE JACKSON COUNTY ADULT EVENING HIGH SCHOOL COMPLETION PROGRAM. Gran, James R. Jackson County Adult Evening High School Program, Iowa. April 1972. 82 p. EDRS (ED 060 425), MF $.65, HC $3.29.

The second four-year follow-up study of the Jackson County Adult Evening High School Completion Program was made to determine the effectiveness of the program in terms of the financial, social, or personal gains of the graduates. The study concerns the graduating class of 1968 (111 graduates) fairly evenly distributed as to sex (40% men and 60% women).

Data were collected by use of a questionnaire, with a return rate of 94.6%. A total of 104 completed questionnaires are used in the tabulations, presented in 30 tables. Conclusions of the study are: (1) Almost all the graduates remained in the local communities; (2) No participant has been prevented from graduating from high school because of being head of household, married, or working; some are continuing their education beyond high school; (3) Many have had job changes and promotions; (4) A significantly larger number of housewives have entered the labor market; (5) Almost twice as many reported income increases after four years compared with one year after graduation; (6) 80% of the income increases, job changes, or promotions were related to completion of high school in this program; (7) Some have had as many as five promotions or job changes; (8) Some have taken additional adult courses; (9) 52% in the labor force were better off financially; (10) Most reported being better off socially and personally. The questionnaire and accompanying letters are provided.

See also: Section 5230 Adult Basic Education

8000 Armed Forces

508 REPLACEMENT AIR GROUP PERFORMANCE AS A CRITERION FOR NAVAL AVIATION TRAINING. Bale, Ronald M.; And Others. Naval Aerospace Medical Research Laboratory, Pensacola, Fla. December 1970. 13 p. NTIS (AD-718 848).

The current criterion for prediction of performance of student naval aviators is the dichotomy of success versus failure in undergraduate flight training. This criterion has enabled the naval air training command to make reasonable estimates of the probability of an applicant or student completing flight training. However, a costly attrition problem exists among those aviators who completed undergraduate flight training but were not successful in the replacement air group (RAG), or postgraduate phase of instruction. The study employed a multiple correlation analysis to examine the possibility of utilizing RAG completion as an advanced criterion variable. Undergraduate training grades were found to significantly predict RAG completion.

509 THE EFFECTS OF A 48-HOUR PERIOD OF SUSTAINED FIELD ACTIVITY ON TANK CREW PERFORMANCE. Ainsworth, L.L.; Bishop, H.P. Human Resources Research Organization, Alexandria, Va. July 1971. 113 p. EDRS (ED 055 257), MF $.65, HC $6.58.

This report describes the effects of 48 hours of sustained operations on the performance of tank crews in communication, driving, surveillance, gunnery, and maintenance tasks. It is a continuation of research to determine the endurance of troops using combat equipment with 48-hour capability. Proficiency tests were constructed for each type of tank-crew activity and made part of a 12-hour field exercise. Two groups of crews were used: one group negotiated a problem course four consecutive times for a total of 48 hours of continuous operation, and a control group followed the same procedure but had 24-hour rest periods between each 12 hours of operation. Only moving surveillance and some driving activities showed significant performance deterioration over a 48-hour period of work without sleep. Major conclusions were: (1) No serious performance decrements result from operating present tank equipment continuously for 48 hours without sleep; (2) Performance at night is not signficiantly affected by the subject's diurnal rhythm; (3) No major changes in present unit organization and tactical doctrine are necessary to accomplish continuous tank operations for periods up to 48 hours.

510 DEVELOPMENT OF A 'WORDSMANSHIP' TRAINING COURSE FOR MARGINAL PERSONNEL. Steinemann, J. H.; And Others. Naval Personnel and Training Research Laboratory, San Diego, Calif. February 1971. 42 p. NTIS (AD-720-306).

This investigation is part of continuing research to determine the trainability of Group IV personnel and to develop optimal content and methods of marginal training. The Wordsmanship course for training basic written language skills was taught as a part of the Training Methods Development Program experimental curriculum. Data were obtained for 176 Group IV personnel in 12 classes trained during the period from September 1968 to June 1970. Evaluations of training effectiveness were based on pre- and post-training tests and measures of student achievement. The Wordsmanship training has generally proved effective in terms of student achievement of primary course goals, despite a trainee input characterized by low verbal abilities and unfavorable attitudes toward language instruction. Trainees substantially improved their knowlege and proficiency in each of the sub-course area of wordsmanship, and most students reported a more favorable attitude toward words and a desire for future self-improvement of verbal skills. Training approach described in this report should be adaptable to other training contexts having similar objectives for marginal personnel.

511 A SYSTEMS APPROACH TO C-130E AIRCREW TRANSITIONAL TRAINING. FINAL REPORT. Valverde, Horace H.; Burkett, Bob P. U.S. Air Force Human Resources Laboratory, Wright-Patterson AFB, Ohio. March 1971. 71 p. NTIS (AD-727 055).

The report describes the development and evaluation of a Tactical Air Command (TAC) C-130E transitional aircrew training program based on a systems approach. The systems approach to training emphasizes the importance of specifying objectives derived from a task analysis of the aircrew member's job. A training program was prepared to develop proficiency in the specific duties required of the C-130E pilot, copilot, and flight engineer. The training program was designed to be highly job relevant and included multimedia and self-instructional materials. Training objectives were derived from a task analysis of the C-130E air crew members' job requirements. Aircrew flight training course materials and various training media were prepared based on the specific end-of-course objectives. The training program was evaluated over a six-month period, revised as needed, and implemented by TAC in the USAF formal school for C-130E transitional training for all military services. The results were as follows: students in the new course achieved all training objectives; classroom instruction was reduced about 50%; flying hours were reduced from 45 to 35 hours; length of training was reduced 37% per trainee; pilots and co-pilots, graduates of the new course, were rated significantly higher by their supervisors than were graduates of the old course; there was no significant difference in rating received by the two flight engineer groups; and verified annual savings of about five million dollars was realized.

512 ARMED FORCES INSTRUCTIONAL SYSTEMS -- ARE THEY ADAPTABLE? In New Thrusts in Vocational Education. March 1971. pp. 17-19.

An 18-month experiment was conducted in Utah to determine whether U.S. Air Force courses and teaching materials could be used in colleges and high schools. Based on a 10-year projection of manpower needs in Utah, three courses were selected: electronics principles, aircraft mechanics, and medical service specialists. The 94-hour segment of the Air Force standardized electronics principles course was tested at three colleges and a high school; the 64-hour segment of the Air Force aircraft mechanics course and the 20-hour segment of the Air Force medical service specialist course (nurse's aide) were tested at colleges. A conventional course and a modification of the Air Force course were compared to the Air Force electronics course. The significant difference in principle was that the Air Force courses are more performance-oriented. The Air Force course in electronics could qualify a student for a job as a basic technician in industry, but a student trained through a conventional course would require additional training to do the same job. An independent evaluation showed that those enrolled in the Air Force courses scored slightly higher in tests and retained the information longer.

513 TRAINING IN THE AIR FORCE -- THE EXAMPLE OF GRADUATE EDUCATION. Hanushek, Eric A. Air Force Academy, Colorado Springs, Colo. April 1971. 66 p. NTIS (AD-728 196).

The study applied models for rational investing in human capital to Air Force decisions on training and particularly decisions about graduate education for officers. Two separate questions are addressed in depth. First, among the possible types of officers (rated-nonrated, reserve-regular, by length of service) who could be sent to school, are there any economic advantages to sending a specific group. In terms of the possibilities for the investment paying off (i.e., recouping the costs of training) the decision rules are unambiguous: non-rated are a better investment than rated and more junior a better investment than more senior. Second, what is the trade-off between educating Air Force officers and hiring people who have purchased their own education.

514 EFFECTS OF 'REAL WORLD' RADIO CHATTER ON MID-PHASE INSTRUMENT GROUND TRAINER PROFICIENCY: A PILOT STUDY. Goebel, Ronald A.; And Others. U.S. Air Force Human Resources Laboratory, Williams AFB, Arizona. November 1970. 18 p. NTIS (AD-727 054).

Under a background condition of either recorded radio chatter or no radio chatter, the individual performances to two flights of mid-phase instrument student pilots were measured during a simulated instrument cross-country mission in the T-38 ground trainer. Operational constraints prevented the exercise of optimal experimental controls, thereby precluding definitive conclusions concerning the effects of radio chatter on performance. Nevertheless, the study established certain methodological guidelines for future research. Additionally, analysis of the comments of those students receiving radio chatter revealed that the vast majority reacted favorably and enthusiastically to the chatter because it afforded the mission a high degree of realism.

515 A STUDY OF THE RELATIONSHIP BETWEEN MILITARY SERVICE IN THE ARMED FORCES AND CRIMINALITY. CRIMINAL JUSTICE MONOGRAPHY VOL. III. NO. I. Tracy, Robert G.; And Others. Sam Houston State University, Huntsville, Texas. Institute of Contemporary Corrections and the Behavioral Sciences. 1971. 93 p. EDRS (ED 061 449), MF $.65, HC $3.29. Also available from Institute of Contemporary Corrections, Sam Houston State University, Huntsville, Texas 77340

To determine the effects of military service on subsequent criminal behavior, especially violent crimes, this study compared veteran and non-veteran felons incarcerated at the Texas Department of Corrections. Available programed data on inmates born since 1930 were supplemented by interview and questionnaire data on 200 veterans concerning military experience and offense committed. Although statistically significant differences were discovered in social, criminal history, and institutional characteristics of veteran and non-veteran felons, no important differences were found in the types of crime committed. The hypothesized relationship between military service and specific criminality was rejected. Further research was recommended to evaluate the potential of specialized rehabilitation for the exserviceman felon.

516 SURVEY OF FACTORS INFLUENCING ARMY LOW LEVEL NATIGATION. Wright, Robert H.; Pauley, Warren P. Report No. 71-10 Available from Human Resources Research Organization, 300 North Washington St., Alexandria, Virginia 22314. June 1971. 126 p.

Factors that influence low-level navigation and affect Army capability in conducting low-level missions were surveyed. The nature of improvements in equipment, procedures, and training needed to provide the Army with effective operational capability in low-level navigation were indicated. Major conclusions were: (1) limited capability in low-level aerial navigation would have significant consequences for future Army combat effectiveness; (2) rapid-reaction missions over unfamiliar terrain present a low-level navigation problem; (3) no potential improvements in training or procedures for existing navigation systems and equipment appear capable of significantly improving low-level performance; (4) a simple automatic dead-reckoning navigation computer seems essential to routine attainment of operationally effective low-level navigation; (5) reorienting navigation procedures and training to simplified Line of Position techniques would improve performance with current equipment.

517 A STUDY OF THE RATING STRUCTURE REQUIREMENTS FOR THE AVIATION 3M DATA ANALYST. Heinzel, Joseph R.; May, R. F., Jr. Naval Personnel Research Activity, San Diego, Calif. August 1969. 39 p. EDRS (ED 054 312), MF $.65, HC $3.29.

Resolution of this objective involved the identification of numerous problem areas contributing to the instability of the Data Analysis work force and the scarcity of personnel in that work force. The approach involved technical conferences and discussions with Maintenance Officers and Aviation 3M Data Analysis Officers as well as a number of occupational analysis interviews with enlisted personnel assigned to Aviation 3M Data Analysis billets at 33 east and west coast commands, staffs, and offices. Based upon these preliminary visits, two questionnaires were developed. The first was a Command Questionnaire, designed to elicit information regarding problems experienced by the command. The individual Questionnaire was administered only to qualified Aviation 3M Data Analysts and was designed to obtain information concerning the type of work performed, school background, and similar information. Conclusions reached indicate that the Aviation 3M Data Analysis function is closely allied to the Aviation Maintenance Administration man (AZ) rating and that input into the Aviation 3M Data Analysis field should be from the AZ rating.

518 ARMY 'NEW STANDARDS' PERSONNEL: RELATIONSHIPS BETWEEN LITERACY LEVEL AND INDICES OF MILITARY PERFORMANCE. Fisher, Allan H., Jr.; Brown, George H. Human Resources Research Organization, Alexandria, Pa. April 1971. 34 p. NTIS (AD-727 764).

In 1966, the Department of Defense lowered entrance standards for military service. Men who enter the service as a result of this action are called 'New Standards' men. In this research, the relationship between literacy status of a sample of New Standards men after 23 months of Army service and various indices of military performance was determined. A second objective was to develop an equation for predicting 23-month literacy status. Analysis was carried out for 3,009 men on data extracted from the computerized Project 100,000 Data File.

Literacy status at 23 months was found to be only slightly, although positively, related to most of the performance and status indices. A regression equation was developed for predicting 23-month literacy status on the basis of entry characteristics using half the sample and produced a multiple correlation of + .62; a cross-validation test on the other half of the sample showed a correlation of + .60.

519 FIELD TEST OF THE WEIGHTED AIRMAN PROMOTION SYSTEM. PHASE II. VALIDATION OF THE SYSTEM FOR GRADES E-4 THROUGH E-7. Koplyay, Janos V. Air Force Personnel Research Division, Lackland AFB, Texas. May 1969. 18 p. EDRS (ED 054 315), MF $.65, HC $3.29.

A weighted factors promotion system was field tested and validated using data from the FY 69 B promotion cycle of the Alaskan Air Command. The final sample included 2,290 promotion-eligible airmen in grades E-3 through E-6. The weighted factors composite score excluding a promotion board component, gave airmen the same relative rank within selected Air Force Specialties as did the promotion board evaluations under the present operational system. Overlaps between the two ranks imply promotion of the same individuals by both systems. However, inconsistencies and unexplanable discrepancies in the ranking by promotion board scores were found in some few instances. It was concluded that, within the specialties analysed, practically all the individuals promoted by the board system would also have been promoted under the weighted factors system. If it can be assumed that the sample was representative of the Air Force wide population of promotion-eligible airmen in grades E-3 through E-6, then it can be further assumed that the weighted factors system provides a valid airman promotion system in which the selection criteria are visible and equitable.

520 HUMRRO RESEARCH AND PROJECT 100,000. McFann, Howard H. Human Resources Research Organization, Alexandria, Va. Paper presented at American Psychological Association Convention (Miami Beach, Fla., Sept. 1970). December 1970. 9 p. EDRS (ED 050 314), MF $.65, HC $3.29.

This paper was part of a symposium in which research on Project 100,000 was summarized. The report presents information on three major HumRRO projects concerned with training and performance of men of varying ability levels. The first project compared on-the-job performance of military personnel of varying ability levels. The second project concentrated on literacy requirements for military jobs. The third project concerned developing and testing, in an operational context, instructional programs appropriate for simultaneously training men of various ability levels.

521 MILITARY ADVISORS AND COUNTERPARTS IN KOREA: 3. AN EXPERIMENTAL CRITERION OF PROFICIENCY. Froehlich, Dean K. Human Resources Research Organization, Alexandria, Va. February 1971. 118 p. EDRS (ED 050 340),

MF $.65, HC $6.58.

In order to identify the human factors that affect the achievement of the Military Assistance Program (MAP) objectives and from them define personnel selection criteria, training objectives, and management policies, a conception of advisor proficiency and a method with which to study it were developed. Results presented in this report are based upon a questionnaire survey conducted in 1966 among U.A. Army advisor personnel assigned to the Korea Military Advisory Group (KMAG) and their counterparts in the Republic of Korea Army. A rationale for conceiving of proficient advisor counterpart transactions in terms of their stated willingness to continue working together in the future is presented. Construction of an assessment technique to obtain estimate of these intentions is described, as are the results of tests of the validity of the concept and method.

522 THE PILOT TRAINING STUDY: PRECOMMISSIONING TRAINING. Cook, J. W. Rand Corp., Santa Monica, Calif. December 1969. 91 p. EDRS (ED 050 349), MF $.65, HC $3.29.

The cost of training, as conducted by the Air Force Academy, Reserve Officer Training Corps, and Office Training School, and leading to the commissioning of new Air Force officers is presented. The student flows, personnel resources required to support the flows, and costs of pilot candidates graduating from each of the three commissioning sources were analyzed. These analyses were made to develop estimating relationships and predictive factors that may be used for estimating pilot candidate costs over a range of commissioned officer production. The analysis for each training program involved is comprised of the following: (1) the study of flow factors; (2) the calculation of average attrition rates; (3) the identification of student load capacities; (4) the determination of historical costs of training at past student-load levels; and (5) the estimation of future costs of training at varying production levels, with costs adjusted to FY 1968 dollars and to take into account estimates of future attrition rates.

523 PREDICTION OF ARMY AVIATOR PERFORMANCE: DESCRIPTION OF A DEVELOPING SYSTEM. Boyles, Wiley R.; Wahlberg, James L. Paper presented at Annual Meeting of Alabama Psychological Association, May 1970. Human Resources Research Organization, Alexandria, Va.; Office of the Chief of Research and Development (Army), Washington, D.C. April 1971. 12 p. EDRS (ED 050 342), MF $.65, HC $3.29.

The development of a multivariate prediction system aimed at having useful predictors available early in the training of potential Army aviators is discussed. Using this system, supervisors will be able to relate a predictor score to a probability table, thus enabling administrators to make early decisions involving further training of Army aviators.

524 VOCATIONAL INSTRUCTION SYSTEMS OF THE AIR FORCE APPLIED TO CIVILIAN EDUCATION. Aerospace Education Foundation, Washington, D.C. Office of Education (DHEW), Washington, D.C. One of Praeger Special Studies Praeger Publishers, 111 Fourth Avenue, New York, N. Y. 10003 (No price quoted). 1971. 144 p.

The work reported in this book represents the first attempt to explore systematically the feasibility of applying military training experience to civilian education. In the U.S. Air Force, vocational-technical training has for years been geared to "learning outcomes." The Air Force training establishment is accountable for producing graduates with acceptable job entry requirements. All Air Force sources are based on predetermined and specified performance objectives. Relatively simple adaptations of military developed course materials could save dollars and research man-hours. Part I of this study concentrates on the important first step which must be taken by any school system which would practice learning-outcome education. During the experiments in Utah, described in Part I of the book, teachers were exposed for the first time to courses based on specified performance objectives. Their reaction to the experience, and their action to meet this challenge, is covered in Part II of this study.

8100 Religious Organizations

525 SOMNOPARSONRY--MATTHEW ARNOLD IN CONFLICT WITH ANTIANYTHINGARIANISM: AN HISTORICAL INVESTIGATION. Bundenthal, Thomas Kenneth. University of Nebraska, Ph.D. Thesis. 1970. 145 p. University Microfilms (Order No. 70-17,708).

This study discussed Matthew Arnold and his relevance to the philosophical and religious revolutions of his day--neo-orthodoxy, continental rationalism, German Biblican criticism, and the "Great Victorian Debate" between liberal and orthodox theological views within the Church of England. During a fruitful academic, intellectual, and artistic life filled with both literary and political activity, Matthew Arnold became profoundly discontented with British Philistinism and English indifference to ideas in literature and politics as well as religion. In one of his major essays, he depicted Heinrich Heine as an intellectual liberator and expressed his own mission in similar terms. He discussed the ideas and philosophy of Plato, Theocritus, Goethe, Spinoza, Newman, and several of his contemporary friends as he struggled to delineate for himself and others the essential answers to the questions of his day. By 1848 he was engrossed in the revolutionary events on the Continent, and he had formed the nucleus of most of the ideas which he would formulate during his lifetime. As an accomplished poet, critic, and Oxford tutor as well as a government official, Arnold produced such works as "Culture and Anarchy", "God and the Cosmos", "St. Paul and Protestantism", "Literature and Dogma", and "The Bishop and the Philosopher".

526 COMPARISON OF PICTORIAL TECHNIQUES FOR GUIDING PERFORMANCE DURING TRAINING. Miller, Elmo E. Human Resources Research Organization, Alexandria, Va. June 1971. 43 p. EDRS (ED 054 610), MF $.65, HC $3.29.

An experimental program was conducted to develop effective methods for producing and utilizing filmed demonstrations and instructional manuals. Four variations on conventional filmed demonstrations were evaluated: (1) revising an Army film through repeated tryouts with novices, (2) stopping the projector after each step is demonstrated to allow practice of that step, (3) showing the complete film an extra time before practice, and (4) using an animation technique in the introduction. The film variations and a pictorial book program were compared. All methods took roughly the same amount of time to train, if time to show the film is included. Need for assistance can be sharply reduced by using the revised film, or by showing the film one step at a time. As extra showing helps reduce the need for extra time and assitance if the showing is continuous.

8250 Proprietary Schools

527 PROPRIETARY SCHOOLS AND EDUCATIONAL PLANNING. A STAFF REPORT. Peck, Robert D. Educational Coordinating Council, Salem, Oregon. October 1970. 51 p. EDRS (ED 056 307), MF $.65, HC $3.29.

Proprietary schools fill an important gap in post-high school education. Because it is profit-oriented, the proprietary school is forced to provide new and unusual programs for the benefit of employers and students. The simple factor of specialization affords these schools an advantage over public schools. Other advantages, as reported by students, are: (1) Students can usually start a class within a week after enrolling; (2) Course completion can be achieved within a relatively short period of time; (3) The curriculum is usually entirely skill-oriented; (4) Assistance is available in securing employment after training; (5) Deferred payment plans are of direct financial assistance to the students. The potential of these schools, however, is inhibited because they are not status symbols and those who attend them are from the less powerful and less vocal groups in society. Recently, a movement by business has developed to view the proprietary school as a sound investment. A number of corporations have entered the proprietary school business. As states assume responsibility for appropriate regulation of these schools, their potential may be more completely realized. This study faced a fundamental problem when it looked to other states for leadership in "coordinating council-proprietary school relationships." The summary of the 5-state questionnaire survey regarding proprietary schools reveals that other states do not have organizations clearly comparable to the Oregon Educational Coordination Council. Replies to the questionnaire are summarized.

8500 Federal Government

528 ANALYSIS OF WIN PROGRAM AUTOMATED TERMINATION DATA. Analytic Systems, Vienna, Va. November 1970. 138 p. NTIS (PB-197-260).

This report contains an analysis of the Work Incentive Program (WIN) termination data collected and maintained by the Department of Labor, specifically the Office of Manpower Management Data Systems (OMMDS). WIN projects enrolled their first clients in October 1968, nearly 6,000 people. By the end of March 1970, there were approximately 150,000 enrollments and 60,000 terminations. Each enrollment and termination requires the preparation of an individual form which OMMDS maintains in a computerized file for a variety of purposes. This report is an analysis of the above data and an assessment of its accuracy and overall utility. Major sections of this report cover: (1) findings and recommendations, (2) a review of the WIN program and reporting systems, (3) the study data base, (4) an analysis of participation in the program, (5) an analysis of biographic characteristics, and (6) an appendix, which includes numerous statistical tables. Based on the findings, recommendations included: (1) Data reporting and processing procedures should be improved, and (2) Several on-site reviews should be made, particularly to determine the impact of WIN on participants under age 22 and to improve their placement level.

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